

Childhood Education

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PLANNING

For and With Children

September 1952

JOURNAL OF

ASSOCIATION FOR CHILDHOOD EDUCATION INTERNATIONAL

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To Stimulate Thinking
Rather Than
Advocate Fixed Practice

1952-53: The Challenge
of Today's Children

Next Month—

"This We Know About
Children" is the topic for
October.

Edgar Dale's editorial
points out the necessity of
"organizing our ignorance."
This is followed by an
article "Teaching is More
Than Flying Blind."

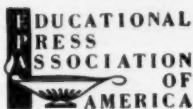
A school psychologist,
parent, and teacher in a
symposium tell, "This We
Know."

Also included are a sur-
vey on child development
research and an article on
what needs to be done.

John Goodlad discusses
putting into practice prin-
ciples that have been
proven.

Science experiences in
the lives of children—a
series of articles by teach-
ers working with children
and compiled by Julian
Greenlee.

News and reviews bring
information on happenings
and materials.



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Childhood Education

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Courtesy, National College of Education

**Planning with children serves many purposes
besides settling difficulties that may arise.**

A Tribute

THE EXECUTIVE BOARD of the Association for Childhood Education International announces the retirement of Mary E. Leeper as the Executive Secretary, to become effective January 1, 1953.

For the past twenty-two years Miss Leeper has served the Association. The service she could render was recognized in her appointment. The September 1930 issue of CHILDHOOD EDUCATION carried this announcement:

"Our central office of the Association for Childhood Education in Washington is unusually fortunate in securing Miss Mary Leeper as Executive Secretary. Miss Leeper has been a kindergarten teacher in Asheville, North Carolina, for a number of years and has been an educational leader in the South . . ."

Many honors and important posts have come to Mary Leeper in the field of education, including representing the United States Office of Education and the Association for Childhood Education International at conferences in Geneva, Switzerland; Brussels, Belgium; and Oxford, England.

Mary Leeper's concept of her work and the work the Association could do can best be understood in her own words. The growth and development of the Association have exemplified her beliefs which have been evident in her yearly reports to the Association.

"There is no limit to the influence that our group can exert, to the service we can render, if we will steadily meet our responsibilities, and accept them as privileges." "Organizations, like individuals who would be of service, dare not dwell too much either on the past or on the present, but must turn to plans for the future, from contemplation to aggressive action."

Cooperative action by all concerned for the welfare of children often hangs on a delicate balance. In an editorial for the March



MARY E. LEEPER
Retiring Executive Secretary, ACEI

1952 issue of *CHILDHOOD EDUCATION*, Mary Leeper expressed that balance this way:

"Much depends upon individuals that represent organizations or agencies in joint projects. These representatives are most helpful when they bring to the cooperative venture: strong belief in the purpose, sensitivity to tensions, tact in relationships, readiness to accept or relinquish leadership, patience to endure long and sometimes dreary sessions, willingness to learn from failures, hopefulness that will withstand discouragement, and ever-ready good humor."

With such beliefs to guide her, she has always ably represented the Association.

When the degree "Doctor of Education" was conferred upon Mary Leeper by the Woman's College of the University of North Carolina in 1949, the following was included in the citation:

"The social significance of Mary Leeper's life has its source in this love for and championship of children. She has given her life to their cause, and in giving, has regained it richly. Every act of her adult life, every office she has held, every project she has directed, has been in the interest of children. Her vision of education as guidance, and schools as theaters of opportunity, has heartened thousands of teachers."

Those concerned for children are indebted to Mary Leeper for many things. Her courage and vision have helped guide the Association into ever-widening fields of service for children. Her belief in people, her sincerity and forthrightness reflect the faith she practices. Her ability to get things done inspires her fellow workers to do their best. Her enthusiasm is challenging and contagious. Her devotion to children and appreciation of their problems and needs have guided her daily work.

It is with regret that the Association accepts this retirement. For Mary Leeper, the time of her retirement was of her own choosing. Her colleagues and friends take heart in the knowledge that she feels security for the developing and growing program of the Association for Childhood Education International. She anticipates active participation in pursuits that interest her—time to visit with friends, to read, to study, to listen to music, to travel.

The Association and her many friends wish Mary Leeper continued happiness as she follows her interests in a more leisurely fashion and she continues to work as a life member and past board member of the Association and as a friend of children in new ways open to her.

HELEN BERTERMANN, *President*



FRANCES HAMILTON
New Executive Secretary, ACEI

THE EXECUTIVE BOARD of the Association for Childhood Education International announces the appointment of Frances Hamilton as the executive secretary, to become effective January 1, 1953.

Miss Hamilton has served as an associate secretary of the Association since September 1951. She was serving as supervisor of elementary schools in Howard County, Maryland, at the time of her appointment. Teaching in elementary grades in Missouri and Maryland public schools provided rich experience, as did supervision of student teaching at State Teachers College, Frostburg, Md.

Following graduation from high school in Washington, D. C., she studied at Wilson Teachers College in Washington, D. C., the University of Maryland, and Southwest State College, Springfield, Missouri, where she received a B.S. in Education. She took graduate work at George Peabody College for Teachers, Nashville, Tennessee, and Teachers College, Columbia University, New York. At the latter she received an M.A. in Supervision and Curriculum Improvement. During the periods of graduate study and supervisory experience she participated as a consultant in workshops and curriculum development.

Her interest in ACEI began when she was a member of a student branch in Springfield, Missouri, and continued after her graduation

in assistance in the organization of area branches in small communities. Membership in branches in Peabody College for Teachers, Nashville, Tennessee; Kansas City, Missouri; Allegany County, Maryland; and Baltimore has given her practical knowledge of the functioning of varied types of branches.

During the time she has been associate secretary, members of ACEI have become acquainted with her as they have visited headquarters, met her on field trips, observed her efficient work at the 1952 Study Conference in Philadelphia. Her ready smile, friendly manner, and ability to work with people have won her the confidence and affection of her colleagues.

The Executive Board, realizing the good fortune in obtaining Miss Hamilton's acceptance for the position of executive secretary, pledges its support and the assurance of the support of the membership in her new position. We, members, staff and Executive Board, who together form the Association for Childhood Education International, move on in our cooperative work for children.

HELEN BERTERMANN, *President*

ACEI Milestones 1930-1952

How shall we picture the progress, count the accomplishments of ACEI in the past twenty-two years? Measure it in dollars? Point with pride to an annual budget grown eight-fold? Recite statistics to show that ACEI has expanded its various service activities from three to forty times?

Such a recital would not tell the real story of ACEI's growth since 1930. For that growth has been of the spirit, as well as materially. It has come about through the sincere cooperative efforts of many. The original avowed purpose of the organization, "Service to children," has been adhered to.

Since 1930 the Association has blazed some new trails in furthering its work for children. Here are a few highlights:

1930: Mary E. Leeper, of North Carolina, appointed Executive Secretary . . . ensconced in an office 9 x 11 feet, with 2 desks, 3 chairs, 1 filing cabinet, 1 coat tree, 1 set of shelves . . . plus a staff of one full time and one part time helper. Today the staff comprises five professional people and seventeen other workers, in a suite of eight offices. In 1952 plans were started to provide ACEI's own headquarters building.

1931: Merger of International Kindergarten Union with National Council of Primary Education, under the name of Association for Childhood Education. Election of vice-presidents representing nursery, kindergarten, and primary (1930), and intermediate (1946). In 1946 added "International" to name of Association.

1931: Beginning of Information Service File to make headquarters an "educational switchboard" by which teachers, parents, and others might be given information on problems concerning children. Today the Information File has grown to be a library used in answering thousands of requests for help and guidance.

1931: Beginning of expansion of publications program. In addition to CHILDHOOD EDUCATION, 7 bulletins were listed. The present catalog lists 37 bulletins covering every major phase of childhood education. In 1935 a full-time editor was appointed.

1932: Initiation of *Branch Exchange*, a clearing house for constructive ideas for programs and practices in branches. In 1949, through revision of constitution, crystallized policy of avoiding ponderous, unwieldy organization by maintaining direct contact by branches with the International office.

1933: Installed complete and detailed accounting and cost system to further ACEI's policy of having each activity justify itself by earning enough income to cover its expenses.

1937: Beginning of the Plan of Action to give direction, unity, and force to ACEI's work for children. The Plan, now reformulated every two years, sets forth ACEI's program of work and suggests specifically what individuals, branches and the International can do to attain the goals. It is democratic in its development, based on the needs of children in local communities, as seen and voted on by branch and International members.

1939: Inaugurated Rotating Plan for annual study conference. By this the conference is held in successive years in one of six geographical areas. Thus the inspiration and stimulation of the conference are shared with those in different areas. Gradually, procedures have been democratized to include many discussion and work groups, and wide participation in planning for the conference. Gradually the International has relieved local groups of financial responsibility for the conference.

1939: Established the ACEI Fellowship through which a teacher spends a year at headquarters office studying and participating in Association operations. She brings to the executive board and staff the fresh viewpoint of teachers, parents, and local ACE groups. The fellow, in turn, develops as an individual and a teacher through observation, travel, and contacts with leaders in education.

1942: Reorganized ACEI Endowment and Special Purpose Funds, to provide financial stability for the Association, and dependable, experienced administration of grants for special projects.

1950: Established retirement plan for all staff employees, providing current insurance, and retirement income, at age 65, of fifty percent of salary.

1950: First Functional Display at the annual study conference. Replacing the usual commercial exhibit, this display of reviewed or tested and approved books, equipment and supplies was designed to assure conference registrants of the value of the items displayed, to facilitate their use during the conference, and to remove commercial pressure during inspection.

1974: What will a similar report say twenty-two years from today? The answer lies in the hearts and minds of ACEI members who will carry on from here. With fresh, new ideas and inspiration, vigor and enthusiasm, they will broaden ACEI's horizon, move on into new fields of accomplishment—keeping ever before them the guiding purpose of ACEI, "Service to children!"

—PETER BECKER, JR.

Planning for and with Children

HOW STRANGE IT IS THAT WE, AS A PEOPLE COMMITTED TO DEMOCRACY, so often fail to apply its most elemental principle: that those concerned with a problem should have a share in solving it. A parent or a teacher is troubled about children's lack of cooperation or in getting along together at home or school. The question, "Have you tried asking the children's help on this?" often draws a sheepish "No," if not the awed look of a promising discovery.

Planning *with* children serves many purposes besides settling difficulties that may arise. Children may plan for such varied matters as how they will budget their time, how they will take care of their house-keeping, how they will manage their learning, and how they will relate themselves to other groups in school and community. There is genuine cooperative planning whenever there are *choices* to be made and all have a chance to help make the choices through the pooling of everyone's wisdom in open discussion.

If children have such opportunities to plan with one another and with their elders, they will use their time more wisely; they will have more thirst for learning; they will get along better with others; they will be more confident of themselves. This has been the experience of many teachers and parents who have tried working cooperatively with children and have studied the results.

In addition to this increase in intelligent, purposeful behavior on the part of children who share in planning for themselves, a second kind of educational value should be pointed out. In a democracy every citizen must value cooperative behavior and must be able to operate as an effective member of different types of groups. Here is something children must learn just as surely as they must learn to choose a proper diet or to read and write.

Thus it is important for adults to plan *with* children. But some planning *for* children must also be done by the adults responsible for them. Planning for children does not mean deciding in advance what plans the children will surely arrive at. Being cleverly manipulated is not likely to adapt children for democratic choice making. Planning for children means studying them to judge their readiness for planning of differing degrees of complexity. It means making arrangements of time and resources that will enable children to have reasonably successful experiences in planning together. It means thinking through various ideas which may be useful to the children and having them ready to propose in case the group needs help in seeing extra alternatives among which to choose.

HAVING GOOD PLANS IS A DEPENDABLE SOURCE OF SECURITY FOR CHILDREN and adults alike. Making good plans together is an essential part of education in a democracy. ALICE MIEL, *professor of education, Teachers College, Columbia University, New York.*

Why Cooperative Planning?

Cooperative planning takes time! Unless the reasons—or psychological bases—are understood, some people say, “Why bother?” Ruth Strang, professor of education, Teachers College, Columbia University, gives four concrete reasons for bothering.

CERTAIN PSYCHOLOGICAL CONDITIONS build a firm foundation for cooperative planning. Among these are skillful motivation along recognized lines, orientation to a definite goal or purpose, a sense of belonging to a group engaged in an ongoing enterprise, and a sharper awareness of the significance of parts seen in the pattern of the whole.

Planning Intensifies Interest and Effort

The fact that planning increases interest and effort was illustrated by a health education workshop under the direction of Miss Jean V. Latimer. A feature of this workshop was a panel discussion by high school pupils. They were invited to contribute their ideas as to what should be included in the new state course of study in health education. The chance to work with physicians, nurses, principals, superintendents, and teachers was very stimulating to the young people. With remarkable directness, concreteness, and vividness they suggested for inclusion all the important aspects of health education. At the end of the panel discussion a member of the audience said, “What’s the use of bringing the students into the planning, when they tell us the things we’ve known all along?” To this question one the pupils replied, “Student-teacher planning makes us see more clearly why topics included in health education are important to us. Since we’ve had a share in making

the course of study we will study it with more interest and effort. Each of the topics has become our own choice; we want to study it.”

A course or a class period that pupils have helped to plan has more meaning, use, and purpose to them. This is a most important condition for learning; absence of it is one of the chief reasons why pupils fail in school. Planning with teachers serves two purposes: it allies much of the required work with pupils’ own interests; it introduces into the class new topics and methods which the pupils consider of vital importance to them here and now.

Orientation to a Goal Aids Learning

The value of pupils’ having a definite goal, which they have either proposed or accepted as their own, is generally recognized. What is the psychological explanation of this? First, a definite goal guides perception. With a goal or end in view one sees more clearly the significance of each step in the process of attaining it.

Second, a goal intensifies effort. In some experiments at Tulane University, a piece of cheese was placed where a rat could smell it but not reach it. Thus motivated, the rat learned to climb little ladders, pull a suspended basket to him, and swing over to the shelf where the cheese was. He even learned to exchange a coin for the piece of cheese. From beginning to end, he kept the cheese in mind—his behavior was goal-directed.

Third, goal-motivated behavior brings satisfaction. When the goal is reached, success is obvious. Too frequently children in progressive schools do not have

clearly in mind the goals of social as well as intellectual development toward which they are working. Consequently, they sometimes say, "We didn't learn anything." If they had planned together and stated clearly all the goals they hoped to reach—to work together for a common purpose, to fulfill the obligations or responsibility they accepted—they would have been able to see results and to get satisfaction from their accomplishments.

Pupils Become Part of a Going Concern

Another explanation of the efficacy of pupil planning is to be found in the initiative and effort evoked by a sense of belonging. Industry has demonstrated that production increases when the workers have a part in making decisions and determining policies. Research in administration has shown that teachers who participate regularly and actively in making policies for grouping, promotion, and guidance of pupils "are much more likely to be enthusiastic about their school systems than those who report limited opportunity to participate." ("The Teacher and Policy Making," *Administrator's Notebook*, I May 1952).

Many schools have benefited from the setting up of a school or community council or an advisory committee of students. Classrooms and school buildings and grounds have been made more attractive. Disorderly lunchrooms have been transformed into valuable social environments. Study halls have become more conducive to learning. Still more important, individual pupils have gained a sense of personal worth and self-esteem. One president of a student council met the principal in the hall one day and said, "Mr. Threlkeld, how do you think our school is running?"

People have a deep-seated need to be of service, to feel of worth. They

can get this feeling as they plan together and carry out their plans for school and community betterment. The client-centered philosophy applies here as well as in counseling: every person has resources within himself that can be discovered and utilized; every person has good ideas that he can be helped to develop.

Planning Future Gives Direction

In writing on mental health for teachers, William Burnham stressed the importance of a purpose or goal, and reasonable freedom in achieving it. He also cautioned against viewing the future with anxiety and dread, as Tess of the D'Urbervilles did, seeing an endless line of tomorrows, each more vague than the preceding one, and all dark and threatening. Teachers, Burnham says, tend to do their work three times—first in anticipation and dread, then in actually doing it, and afterward in regretting that they did not do it differently.

This kind of anxious "taking thought of the morrow" can hardly be considered planning. It interferes with concentration in the present. This is serious, for, as Dewey said, living fully in the present is the best preparation for the future.

Periodic planning, however, has its place. Considering possible courses of action and the probable consequences of each makes possible a wiser choice. Seen in the larger setting of an activity important to the individual and society, the work at hand becomes more meaningful. In one airplane factory during World War II, each new worker was oriented to the job he was to do. For example, a man was helped to see how the minute task of fastening one particular bolt was related to fabricating that part of the plane, and how that part was essential to the plane as a whole and the purpose it would serve.

Frequently a student is in conflict with someone over choosing his life work. He fails in his school subjects because he cannot concentrate on reading and study. In one case, a father had long since selected a vocation for his son who was interested in quite a different field. Since he was fond of his father and generally submissive to him, the boy could not openly oppose his father's choice. Instead, he brooded over a dreary vocational future. He had no purpose which was allied with his school studies, and could not keep his thoughts from straying away from his assigned reading to this source of conflict. After several counseling interviews in which he gained a better understanding of himself, the kind of work he could probably do best, and ways of handling the family pressures with the least emotional wear and tear to all concerned, he was ready to improve his reading and study methods.

Teachers also need to see their work in its larger setting. Probably no vocation is of such basic importance for the future. If, instead of feeling ashamed or apologetic about their profession, teachers saw its full social significance, their daily work would become more meaningful and satisfying; they would perceive each task in a different light.

With groups as well as individuals, looking ahead and planning is a worthwhile activity. A small amount of time may be allotted at the beginning of each day to pupil-teacher planning. This planning would include consideration not only of the immediate activities of the day, but also of these activities as part of the total educational program. The whole is more than the sum of its parts; each part gains significance from the pattern in which it is embedded. At

the end of a unit of work or of the school day pupils may well spend more time in appraising their planning and their progress.

Flexibility in planning is essential. In the classroom unexpected interruptions or unforeseen opportunities often make it necessary to change original plans. These modifications can best be made when goals and purposes are clear. Then it is easier to decide on the relative importance of an immediate activity.

In educational and vocational guidance flexibility is also necessary, especially in choosing a vocational field. If a pupil who has chosen a particular vocation finds, when the time comes to seek employment, that there are no openings in this line, he should be ready to consider other possibilities. A personnel director in a large business concern said to a school counselor: "There are two things I wish you school people would do: first, help students to be more flexible in their vocational choices—if there are no white-collar jobs, they should be willing to do other kinds of work; and second, help them to make a better first impression. In their first interviews some very competent kids lose their chance of being employed because of their unkempt or bizarre appearance and bad manners." An uncertain future demands long-range, flexible planning.

There is no essential conflict between living fully in the present and planning for the future. In fact, as has already been pointed out, the two activities reinforce each other. Time past and time present both enter into time future. It is possible for teachers and pupils to get ready for tomorrow with vision which extends to the time beyond tomorrow.

THE RESULT of the educative process is capacity for further education.—JOHN DEWEY.

Planning Includes Many Roles

We play many roles in planning! There are the times when we represent our own point of view in planning with others toward what is best for all. There are times when we represent a group of people and we plan with other individuals representing other groups. Then there are times when we need skill and understanding in planning with children and helping children learn to plan with other children. Perhaps the questions raised in these three anecdotal accounts will help you assume your role in planning with greater understanding.

... As an Adult With Other Adults

By MARTHA KING

Elementary Supervisor, Franklin County, Ohio

A RESTLESSNESS DEVELOPED AMONG the staff members of one of the small elementary schools in our county. Gradually, a number of teachers began seriously to question themselves, each other, the principal, and me—the supervisor—about the kinds of learning taking place in their school. Through the corridor and in the lounge teachers were asking, “Why do our children have such difficulty spelling and writing in the upper grades?” “Do we teach enough phonics in our school?” “If so, are we sure we teach sounds at the most effective grade level?” “Aren’t we overlapping through the grades in the social studies experiences children have?” “Are the children having enough science experiences?”

After such numerous questions had circulated aimlessly through the school it became apparent to me, as one who is responsible for helping teachers, that something should be done to examine these problems. The principal, one or two of the most concerned teachers, and I were able to *initiate* among the total staff a desire to sit down together and explore these problems.

It became my task to act as *group*

leader, as we tried to arrive at a point for concentrated study. First of all, we attempted to bring into the open the chief concerns of all members of the group. These concerns were listed on the chalkboard. Several members of the group thought that we should select one area of the curriculum, such as social studies or language arts, and begin planning, vertically, the kinds of experiences youngsters—in grades 1-8—should have.

One teacher thoughtfully asked, “Why don’t we take time to look at ourselves and school, as we are now. Perhaps we will be better able to judge what we should do next in terms of where we are at the present time.”

One young teacher continued, “If each of us, at different meetings, would tell what we do in our rooms and try to explain what our aims are, perhaps we’d all understand better what is happening in our school.”

“This is just my second year of teaching and I could use some help in seeing just how our work in the sixth grade is related to the work in other classes.”

More discussion followed, but it was agreed that:

- We would meet for two hours one afternoon a week for six weeks.
- Each week one or two teachers would discuss the ongoing learnings in their rooms.
- If more than six weeks were required, we would work until it was completed.

As we met during the next nine weeks, different teachers assumed leadership in the group as they told about their class-work, answered questions from the group, and asked opinions of the members on phases of the program that were troubling them. During these discussions I tried to become a *member of the group*, asking questions, challenging thinking, and contributing along with the other members of the staff. There were instances, however, when my role shifted to that of a *consultant* or resource person, especially when someone would ask, "Has this practice been tried in other schools?" or "Do you happen to know any research in the area?"

As the series of meetings closed, we had a voluminous amount of material, which a committee of two teachers and

I organized. We were anxious to have a complete picture of the school as it was in order that (1) we might share what we found with parents, the superintendent, and the board of education and (2) we might be able to determine our next area of study.

As we closely examined the present status of the school, it seemed that my responsibility became that of *challenging* teachers to find the area of greatest need in the school program and to continue to work in that area. While the first series of meetings had been concerned with horizontal planning at each grade level, it was decided that the next series should be concerned with planning through the school, vertically, in one area of the curriculum.

Working with adults, we soon discover that we must be able to assume many different roles. However, it is always the hope of anyone working with groups that he will be able to become a member of the group and will have enough skill to help the group continue planning, together and independently.

As a Representative of a Group

By SUSAN S. RYAN

Principal, Hempstead School, St. Louis, Missouri

HOW COMPLACENTLY I HAVE ACCEPTED my designation as "representative" of our school on the board of The Twelfth District Youth Association. Now this invitation to describe the manner in which I "represent" has set some disturbing questions going in my mind.

- First, by what authority do I represent? I was never elected. I'm a volunteer. To the best of my knowledge all of my fellow board members who repre-

sent other schools are volunteers, also. Isn't there a real danger in volunteers who "represent" groups of people?

- Second, does our school—parents, teachers, and children—enjoy any great measure of solidarity? Is it sufficiently alive to its interdependence with other schools to desire representation? Sometimes we appear to be just so many individuals converging upon the school premises for the required number of

hours each day and then hurrying off to more engrossing pursuits.

Probably ours is not the only public school which enrolls all the families within a specified district of a big city and then finds difficulty in organizing a program which grips them all.

• Third, as I take my part in the decisions of our association, do I express the thinking of our group or merely my own thinking?

It is true that our group has no organized channel for expression but we do have less formal modes of communication. As we mingle freely, both socially and professionally, as we learn to listen as well as talk, as we become known to each other as persons who will speak frankly and responsibly, we come to some measure of understanding.

This sort of understanding grows slowly after many hours of contact, but they can be pleasant and rewarding

hours. Understanding is indispensable to any one who would represent in spirit even though he must do so without formal mandate.

It is the sort of understanding which enables many of us to see that, while our association through its program of interschool competitive sport makes excellent provision for those girls and boys who excel at sports, it neglects the needs of a very large segment of the school population. It keeps us urging the association to offer other activities such as music and dancing in addition to its athletic program.

These disturbing questions must not cast a shadow on past achievements of our association which are considerable. They do, however, point the direction in which our association must grow if it is to develop roots deep enough to sustain it through the many changes which the future is sure to bring.

... With Children

By PEGGY BROGAN

Teacher, Agnes Russell Center, Teachers College, Columbia University

PLANNING IS A PART OF THE LIFE STREAM of children, and as such, it is as varied and individual as the children themselves.

Six-year-old, highly individualistic Patsy put all of her creative self into making a "party" for her class with four bottles of soda pop. Only Patsy's special kind of planning could have made it the success it was. "You just come and get your drinks whenever you want them while you're working," announced Patsy, who couldn't stand to "all wait in line," or "all do it the same way." The final triumph in skillful planning was her use of tiny cups, "Sure, you can have

more, Johnny. There are thirds and fourths for everybody!"

Patsy will come to the place where she can join a group of children and adults in closely-knit group planning. And when she does, "group-minded" Patsy will translate into group needs and processes, all of her present sensitivity to individuals.

Individual differences are welcomed as the body and life of an interesting group. They are not ruled out as something apart from the group.

A class of seven- and eight-year-olds, new and inexperienced in feelings of conscious group membership, but "old

and experienced" in using planning to solve important individual problems, ended their year with an overnight trip. Many problems which ordinarily might better have been solved by adults than left to children's wrangling, were successfully solved by the children because planning was a part of their very being.

When Ben and David asked for the one coveted attic room, the fact that they wanted it so very badly seemed reason enough to the other children to grant the request. When Tuck needed a whole bed to sleep in because he had brought along his big bed-time bunny, the children didn't even consider as important the fact that this would add to the expense for sleeping space. Cheryl and Barbara, on the other hand, were very conscious of the group budget and, without mentioning this as a reason, voluntarily gave up their plan for an exclusive private room and joined four other girls on cots in a large bedroom.

Planning was conspicuously a device for helping individuals to know *richer* living through group membership rather than a device for limiting, labeling as selfish, and ruling out special requests.

As communication, planning can be carried on with any or all of the skills which make communication possible. Talking is just one of such skills, and is no more important than, for example, writing.

An observer accustomed to other ways might wonder when the children were going "to sit down with the teacher to plan," and there are times when this is necessary. But planning is not something which just goes on at a stated time. It goes on all the time. It is more a part of the flavor and quality of all group living than a particular event.

Planning is not, as so often represented, prelude to action. A group of children visited the zoo. Each child had

a bank book which he carried with him all day, showing a picture of each penny he had deposited with his teacher for the outing. Children were free to spend their money as they chose, crossing out pennies as they spent them.

Planning can be a harmonizing of individual contributions into a richer "whole." One immediately senses certain distinctive things about the classroom where such planning occurs:

Avenues to communication are wide open. Bulletin boards, for example, are not places for displays of business already finished. They are life while it is being lived.

In one class operating this way, at least fifteen such notes are on the bulletin board each day.

"Anne and I are going to the farm to get vegetables Thursday after school. Would four children like to come?"—*Anne's mother.*

"The business office needs to know the size of the linoleum we need. Who will figure it out during work time this morning?"—

Mrs. B.

"I want to give a play about cowboys. I need six people. Who would like to be in it?"—*David*

"The boys and girls upstairs say our drum bothers them. What can we do? Please have your suggestions ready for a discussion at 10:00."

Learning is concerned with solving real problems, not memorizing other people's solutions to already solved problems. Again, the bulletin board can illustrate the meaning of this statement. One glance told that it was not used to give accounts of already finished things. The problem of linoleum, the drum, and the farm trip were just starting points.

Specific examples should also be given of planning as a way for helping individuals to know the utmost in satisfaction—happy group living. Children growing in the atmosphere described see

(Continued on page 50)

All in a Day's Plan

This is not "how do you keep them busy?" but rather kinds of activities which can be planned with children for the times when they are working independently of the teacher. Ruth Dolton Tomlinson is a first grade teacher at Oak Lane Country Day School of Temple University, Philadelphia.

HOW MANY TIMES DURING A SCHOOL DAY do most elementary school teachers wish they were twins—or better yet, quintuplets? I used to wish it often and I suppose you have too. There are so many occasions when you know that the number of children to whom you can give adequate instruction at one time is limited, and yet in most classrooms there are a lot of children and only one teacher.

What about the other children? Must they just waste time while their teacher is teaching a small group? Does working independently necessarily mean wasting time? I have learned that it need not. Actually a host of worthwhile activities can be carried out by the children themselves; activities that perform a twofold purpose by providing functional practice of learning skills and developing further independence.

"If I left twenty-two youngsters alone I'd get bedlam," you may be thinking. I used to think so too. But I have found that you need not get bedlam if your program is carefully planned with the children and so of interest to them. It must be something they can work at independently or with a minimum of assistance and suitable to their physical makeup.

Children can manage independent activities if the teacher has previously con-

sidered the time that will be available, the maturity and attention span of the various groups, and individual needs and interests. She must also have assembled any necessary materials. Above all, the children must feel that the teacher has confidence in them and what they are doing, and that their contribution is purposeful and worth while. It is important, too, that the task be suited to the ability of each child so that he can feel successful.

Two Essentials to Independence

Careful planning and helping children learn how to work with others are two essentials to independent pupil activities. Children learning how to get along with one another is indeed basic and probably most difficult because it requires a great deal of patience and time. Children need to be helped to learn how to move about and visit classmates without disturbing others. They need help in learning to adjust to the personalities of their friends and associates while working together on jobs or projects. Often emphasis on academic progress must be suspended temporarily. Teacher planning must give way to increased pupil participation in planning, doing, and evaluating.

What Shall I Do Next?

The first thing in the morning with all the children in the class is planning the activities they can do by themselves during the day. Listing them on the board helps the youngsters know what to do next when they have finished working on a certain job. Most children like

this definiteness. They work with greater incentive and take delight in checking off their accomplishments. Although the teacher may not have finished working with her small group, the other children can be free to proceed from one activity to another. Individual work will not require the same amount of time from every child, and children without something to do may become behavior problems.

The other day, while I read with a group for twenty-five minutes, the other children were working at their desks showing, by pictures, what they had enjoyed most during the holidays. Many of these children worked at the task for the full twenty-five minutes. Others finished early and had even written sentences to accompany their pictures. Still others—the least mature—had concentration spans of from five to ten minutes and needed to change to something else.

In such a situation there is trouble unless the teacher has worked from the first day of school to help the children understand that this is their room, and to know which materials they are free to use at any time. If this has been accomplished, as children finish individual tasks, they automatically start working with pegs, beads, small blocks, puzzles, cut-up numbers or letters, or they go to the library or game table, or perhaps even take out their pet, Whitey Rat.

It is suggested that at various intervals throughout the day, depending on the grade level, there be some method of review of the plans or a checkup on progress. This review may be a type of evaluation and will sometimes show that plans need to be revised. But the teacher who has taken the time—and it does take time—at the beginning of the day, to set up plans with the children, and has helped them to understand these plans and how to carry them out, will find it

well worth the while as the children, throughout the rest of the day, move confidently and independently from one activity to another.

Programs Rich in Ideas

When children plan how to carry out their activities, they build on past experiences. A wise teacher provides a program rich in ideas for further development. A trip to a railroad terminal, a dairy, or zoo offers hundreds of possibilities for individual and group work that can be carried on without the constant presence of the teacher. After my class visited a railroad terminal, one group reproduced Broad Street Station with blocks, another worked with clay to make the trains, while still another painted the many tracks.

The children, after they were completely satisfied with a series of pictures they made depicting the complete story of their visit to a dairy, invited the kindergarten and second grade to come and see them. Individual children told the story as the pictures were flashed on the screen through the opaque projector. Preparation of this project provided an opportunity for children to work in small groups.

Projects, parties, fairs, or assemblies that will soon take place also provide a great deal of work that may be done alone or in small groups. A zoo, with pets brought from home substituting for the wild animals, is most exciting and entails all kinds of activities in reading, writing, speaking, number work, and hand work that may be done without direct guidance. A fair to be held in May means assembling and making things now that will be sold later. Arranging collections and making signs can be done by some children while others are working with the teacher. Making the decorations, practicing the entertain-

ment, and writing the invitations for a party planned for parents at some special holiday time can also be done by children working alone.

Opportunities for Reading and Writing

These projects, in addition to keeping children constructively engaged, give them an opportunity to do some reading and writing. Another way to have children work at reading and writing skills without supervision is by giving them strips of paper on which are printed sentences from a story about a past experience which they have dictated and the teacher has put on the board. The children match the strips to the sentences on the board and place them in proper sequence on a blank piece of paper. Or they might have a sheet of paper containing new vocabulary words such as bottle, milk, animals, and find corresponding pictures in magazines, thus making their own dictionaries. The words used in these stories and dictionaries should come from actual experience, from the new knowledge gained on trips to the railroad terminal, dairy, or zoo, from the planning for the fair or party.

There are many more activities. Having two or three children read stories to each other, encouraging small groups to write letters or make booklets for sick classmates are interesting jobs. Those children who have learned how to move about a classroom properly, how to rely on themselves, can conduct simple science experiments that have been shown to them by the teacher. Having the children write the number symbols for the blocks or objects they have been working with

during number time is another independent activity.

One activity which I have found especially helpful in meeting the "extra time" problem and which also gives reading experience, is the building of a reading puzzle. To make such a puzzle, children need careful instruction and, at first, actual teacher participation. I begin by showing step-by-step how to fold a 9 x 12 paper into sixteen blocks. Next the children number their blocks as the teacher demonstrates on the board. Then in each block they draw a picture according to the directions printed on the board. For example—Block 1, Where did we go?—Block 2, What did we see the farmer do?—Block 3, Which animal gives milk?—Block 4, What did we see in a nest? These puzzles can, of course, be varied in many ways and be related to trips, stories, or any current interest.

These are some of the things that can be done in a classroom without teacher supervision and that are of value to the pupil. Obviously they require planning and thought if they are to be part of a constantly integrated and related school program. But the teacher who plans and organizes is more than rewarded when at the end of the day she hears, "Oh, is it time to go home?" or, "No, I have to go back to my room. I have work I want to do." She no longer feels the need to be twins or quintuplets when she hears, "Can I bring my mommy in to show her the barn I build?" or, "Look, Mrs. T., I read this whole book to Jo." She knows that all her children have been growing in independence and self-reliance all day.

INTELLIGENCE IS INBORN, NOT TAUGHT, AND APPEARS SO EARLY THAT school boys show their possession of it by refusing to learn what they do not wish to know.—HESKETH PEARSON.

As part of their preparation, beginning teachers have had experience with children.

Photos courtesy Casa School, Austin, Texas and The Pennsylvania State College.



By DAVID W. RUSSELL

These Are Our Teachers

A new school year reminds us again of the current problem of supplying good teachers for our children. How do we get them and how do we keep them are two considerations given by David W. Russell, professor of education, Pennsylvania State College. Mr. Russell is chairman of the ACEI committee on Teacher Education. These photographs and the frontispiece came from members of the committee.

IT'S SEPTEMBER 1952, AND THINGS ARE a buzzin' like they have seldom buzzed before as America begins its biggest school year. Over 33,000,000 young people and over 1,200,000 teachers are in the classrooms—off for a flying start!

The boom of enrollment is on, especially in the elementary schools where the rooms are crowded and thousands of children are having their first glimpse of school life in the nursery schools, kindergartens, and first grades. The children are here and are growing up and it is our concern to provide teachers to give them a good education.

According to a late study on teacher supply and demand, we need about 160,000 qualified elementary school teachers to begin the 1952-1953 year. Sixty thousand are for resignations and retirements and about seventy thousand to replace undertrained teachers.

The remaining thirty thousand are needed to handle the increased enrollment and over-crowded classrooms. Surprising as it may seem, this number is a couple of thousand less than the output of elementary school teachers by the colleges and universities in 1952. (In 1952 there were 32,443 four-year graduates.)

Two Important Problems

This leads to two very important problems: (1) to make good teachers out of many of the undertrained and (2) to do

something very definitely and immediately about the many well-trained teachers who leave the profession.

Perhaps there is something we can do about these problems if we all pitch in and help. By *all* we mean—principals, supervisors, superintendents, parents, community leaders, professional organizations—all persons concerned with the education of young America. How can we meet the problem of the seventy thousand and undertrained teachers? What can we do *this* year about the hundreds who will drop out of the teaching ranks before the peak year of 1953?

In giving thought to the seventy thousand undertrained, we are considering about 45 percent of our problem of teacher supply. We might reason that if the undertrained teachers have been in the classrooms for a year or two they have had considerable experience and have been learning the hard way.

What Can be Done Now?

Among this undertrained group there may be many who have the potentialities of becoming good teachers before the colleges could replace them with an extra crop of graduates who would be "freshmen" in the classroom. So in-service programs loom up as being *very important* for the so-called undertrained and the many teachers who have less than the conventional 120 hour certificate.

The inservice programs can be sponsored by the school administration. Often help is available through the extension services of nearby colleges and universities. County institutes, year-round workshops, and other plans will go a long way toward finding good teachers among the undertrained. If we salvage the best, this replacement figure may be greatly reduced. One of the best ways to learn to teach is to teach under good supervision and direction.

Why the "Drop-Out?"

But at this moment we are most concerned about the hundreds of teachers who are playing permanent "hooky" from the schools. This group represents about 40 percent of our problem.

The reasons given for "drop-outs" are retirement, low salaries, marriage, another job, or "just don't have to work any more."

The salary situation is not all that it should be but it is rapidly improving. Marriage takes its toll from the school teacher ranks but it would not be an important reason for leaving if all schools would lift the unjustified and inexcusable ban on married teachers.

Why Do They Leave?

Though these reasons and others take their toll, it is a good guess that the casualty lists in the teaching profession have very direct relationship to (1) happiness on the job, (2) opportunities for professional growth, (3) outlets for initiative and creativeness, and (4) freedom from tensions and petty politics lurking in the dark corners of schools.

It is only natural that young and enthusiastic teachers just out of college are looking for more than classroom imprisonment with the eventual outcome of becoming a first-class "schoolmarm." They are looking for a teaching situation

where they can *enjoy* teaching to the utmost, where they can use what they have learned, where they can create and be resourceful, where they can have professional growth and guidance, and finally enjoy living as a person in their profession. If you are an administrator think through the daily life of your teachers. Do they have these opportunities? If not, you may be looking for more teachers next year and among the new teachers you may be developing candidates for the 1953 "drop-out" club.

What About Beginning Teachers?

For further insight into the problem of holding teachers, let's think about the training new teachers have had during their four years in college at the expense of several thousand dollars. They have studied about children, curricula, and the most modern methods of teaching in many subject areas. They have knowledge and skills in the fine arts, science, handicrafts, dramatics, visual aids, and playground direction. They have also worked with parents and have had community responsibilities outside of, but related to, teaching. They have had training in courtesy, ethics, and the importance of human relations.

These are our new teachers for 1952-1953, over thirty thousand of them rarin' to begin the school year as fullfledged teachers and ready to frame their first pay check. But what sometimes happens?

Shortly after school is under way disappointment and discouragement may come along when the idea gets around that "it wouldn't be wise to try anything new as the program is pretty well set." This situation and others happen in many schools with the result that within a year more candidates have been developed for the "drop-out" brigade. Many colleges have a follow-up program or "the fifth year" which helps to meet these situa-

tions but it is mostly the problem of the school administration. The case is pretty clear and it is up to all of us to do our utmost to keep our thirty thousand or more new teachers in the profession.

Another important item to new teachers is the "welcome." It is really reassuring to be *wanted* as a professional person and not to be *just hired*, flooded with advice, restrictions, *don't's*, and community taboos. Teachers must live happily in their jobs or they will eventually be the hundreds who *were* teachers.

Many school systems and some professional organizations are doing an excellent job of attracting teachers, orienting them to their new responsibilities, and continuing the plan the year-round—not just for the first day. In many communities such as Downers Grove, Illinois, service clubs are giving luncheons for teachers as a welcome. Some of the teachers are invited into the home of the parents as dinner guests where "Johnny" is not the main topic of conversation all evening. Some schools provide social opportunities for their newcomers and the new teachers are added to committees and made a part of the school organization. In some areas members of the board of education welcome teachers by letter or a personal call and often preschool orientation programs are planned.

We Can Do It If—

School systems that really *want* teachers as professional persons and do not just "hire some one to teach the first grade" are having less difficulty in finding and holding good elementary school teachers for their classrooms. In fact, a number of these schools actually have a waiting list for their appointments because in these schools the teachers know they will *enjoy* teaching and can utilize to the fullest extent what they have learned under good professional guid-

ance. Guidance of this kind is not limited to large school systems, schools well financed, and those in privileged locations. School jobs anywhere can be made attractive as time and effort are given to make teaching one of the joys of living in the community. It is up to the school administration and community leaders.

The teacher shortage may not be as great as it seems if we all pitch in and do our part of the job. Let's do our best to make as many good teachers as possible out of the seventy thousand undertrained, reduce the number of the annual walk-outs, and hold on to those thirty thousand or more graduates that the colleges have produced for 1952.

These are our teachers. They want the joy of teaching, the joy of living in a good community, the opportunity for professional growth, and a chance to do a good job and put into practice what they have learned.

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When a Good Start is Planned

Many schools are working on programs of orienting teachers into their school system. Here is a report of what happened last year in the Oklahoma City Public Schools. Vivien V. Haynes, supervisor, elementary education, shows how a program based on past experiences worked and led to improved plans for this year.

HOW TO HELP NEW TEACHERS GET OFF to a good start in a big city school system is one of the most essential, yet one of the most difficult jobs, that confronts administrative and instructional staffs.

Oklahoma City does not have the answer to this frustrating problem. Our orientation program for new teachers changes to some extent each year as we evaluate our efforts continually with each incoming group and get suggestions for improvement. The program as carried on for the new elementary teachers during the past school year and teacher reaction on some phases of it may be of interest to other school systems.

The 145 new elementary teachers may be classified into 4 groups: (1) young teachers just out of the college or university who are to teach for the first time; (2) teachers trained in special subject-matter fields for secondary school teaching (or "re-treads" as they have come to be known in the profession) and who have only a nodding acquaintance with elementary school philosophy and practices, especially as they operate in a self-contained classroom; (3) experienced teachers from country or small town schools who will be teaching in a large city system for the first time and (4) ex-teachers, many of whom taught in the Oklahoma City Schools years ago,

who quit teaching to rear a family and are now free to re-enter teaching.

It is easily seen that it is a heterogeneous group and no two will have the same needs or interests. Therefore, our orientation program must be varied. It is not our desire to "standardize" our new teachers but to help them utilize their varied training and experience so that they may become happy, successful, vital, resourceful persons free to work with other staff members and boys and girls in a democratic way.

We attack the problem from both a social standpoint and a professional one. The 1951 plan could be said to have been a "Point 5" program.

Point 1—Social Orientation

Our orientation program began with a tea on Sunday afternoon at the beautiful new air-conditioned (important in Oklahoma in August) O.E.A. building. This tea was sponsored by the Classroom Teachers Association and the Administrative Council. All who attended were tagged as to name and school. Greetings were extended by the presidents of the host organizations, by members of the school board who were present, and by the superintendent of schools who introduced his staff. The new people were given packets supplied by the board of education and the chamber of commerce. These packets contained a map of the city, a booklet giving historical background and the resources of the city and other information. Also included was material pertaining to the school system and rules and regulations of the board of education.

The ACE organization was also very

active in welcoming our new elementary teachers and in helping them adjust to the school system. A tea at the September meeting honored all new teachers and principals. Each building representative was responsible for inviting and personally escorting, if necessary, any and all new teachers in his building. The result? A full house!

Point 2—Preschool Workshop

At 8 o'clock Monday morning, August 27, the entire personnel assembled in a big senior high school. This workshop had been planned in the spring by a committee composed of teachers, principals, and central office staff.

The committee had asked all teachers and principals to send in the one problem on which they needed the most help and on which they would like to work. These responses were compiled, classified, and combined in the setting up of 39 problem areas for elementary teachers and principals.

As might be expected, some of the groups were so large, especially those dealing with various phases of the language arts, that it was necessary to subdivide these groups in order to insure fuller group participation.

However, this only took care of our "old" teachers who had had an opportunity to choose their problem for study. The next step was to help our new teachers select a group in which to work. So after the first general session on Monday, all new school personnel met with the instructional staff of the central office. They were given a list of the areas for study and from this they chose the group in which they wished to participate.

In these smaller groups, the new teachers had an opportunity to meet teachers from schools all over the city. They also obtained a broader picture of conditions and problems as they exist in various

sections of Oklahoma City. We found, too, that the new teachers felt freer to ask questions and the more experienced teachers were glad to share their "know-how" with the neophytes in this informal setting.

On Monday, Tuesday, and Wednesday of that first week we met together in general session with a speaker. A half hour break was used as a coffee hour. Then the study groups met—there was a total five and one-half hours spent together in study groups.

A meeting of all teachers in their own building with the principal of the school was held on Monday afternoon. We think it very important for new teachers and the principal to get acquainted as quickly as possible (in case they have never met) and to know their building colleagues.

There is another reason for this first day meeting. Our elementary principals are not only eager to welcome the new teachers but have made plans for a "buddy," "big sister or brother"—the experienced teacher who will be of every possible assistance to the new teacher. This assistance isn't limited to professional aid but may involve arranging transportation to and from school or finding suitable housing. This personal interest on the part of a co-worker helps a new teacher understand that someone is interested in helping him solve any problem he may have and that there are no trivial problems—if they are bothering him, they are important.

Teachers spent Wednesday afternoon and all day Thursday in their own buildings. The Oklahoma Education Association held a workshop which was a state wide meeting on Friday.

On Friday afternoon of the first week, the chamber of commerce chartered buses to take new teachers *who cared to go* on a tour of the city, stopping at one

of the country clubs for refreshments. Thus ended the first week—a busy one—and for some a confusing and hectic one!

Point 3—Central Staff Gets Acquainted

The director of elementary education and the two general supervisors made a special effort to get around to the sixty-seven elementary buildings that had new teachers as soon as possible—not to “snoop” (as some new teachers fear, unfortunately) but to extend a personal greeting and to let the teachers know that we are at their service, that we are “on call” and eager to help them in every way we can.

This first call is made as cordial and snappy as possible as we find many of the new teachers are just a little fearful of us! It is only after we break down this barrier that we can be of assistance.

Our experience in Oklahoma City suggests that the attitude of the principal of the school is of the most help in establishing this feeling of good will toward the central office staff. It also helps when another teacher in the building says, “If you have time, be sure to come by my room, I have something I want you to see,” or “I have something I want to talk to you about.” The new teacher thinks to herself—well, the supervisor can’t be too bad or Miss S wouldn’t be *asking* her to come to her room. Many times a new teacher has asked the principal to call for our help before we have had an opportunity to get around to offer our assistance.

Point 4—Six Meetings Scheduled

The next step in our orientation program for the new elementary teachers was a series of six weekly meetings set up on a grade level basis. All new teachers, or teachers in a new situation—teaching a grade for the first time—from kindergarten through the sixth grade

met as a group on Wednesday afternoons (the day reserved for city-wide group meetings) after school. The meetings were held in the building that houses the instructional staff, the curriculum library, and the visual-auditory aids.

These meetings were in charge of the assistant superintendent of schools in charge of instruction and the director of elementary education. They were divided into two parts: (1) a general meeting where announcements and material of general interest were presented; (2) meetings on a grade level that were in charge of a supervisor. The meetings were arranged so that all supervisors of different areas met with each group at least once.

Several purposes were served: they helped new teachers become acquainted with the instructional staff, and with the resources and services of the school system; they gave them an opportunity to ask questions that were bothering them, and for discussing the areas of study for their grade level.

The teachers were urged to send in (unsigned) *any* question they wished to have discussed and a few of them responded to this request. These questions were either discussed in the general meeting or in the smaller grade level group, depending upon the nature of the question.

At the close of the series of meetings, the teachers were again urged to respond to an unsigned evaluation questionnaire so that the instructional staff could profit by our failures and our successes. Unfortunately, not as many teachers responded as we had hoped, but perhaps a cross section did. We published their evaluation of our efforts in *The Pipe Line*, our instructional staff bulletin distributed to all school personnel. Ideas from the evaluations which may be of help to other groups follow:

What were the strong points? "New materials and methods were presented." "Very good at clarifying course of study." "Gave new teachers the opportunity to become acquainted with the supervisors and to be oriented as to equipment, and materials available in system." "Teaching principles demonstrated."

What were the weaknesses? "Materials discussed were not in buildings." "Too much generalization." "Too much repetition of things we already know." "Some supervisors read from bulletins rather than giving definite suggestions about teaching in the various fields." "Need more demonstrations." Not enough time was a common complaint.

What improvements would you suggest in the operations of the next meetings?

"More opportunity to ask questions." "Have these meetings for a week before school begins with a 'brush up course' of this type about the time these meetings were called." "Demonstrations." "Take up discipline problems—make it concrete—no theory." "Give teachers the opportunity to attend the meetings which they feel will be of value, rather than subjecting them to a series of meetings where only one or two topics approach the needs of the individual teacher."

We had one consistent critic who found nothing worth while in any of the six meetings.

Point 5—Observation of Teaching

All teachers new in the system, teachers in new teaching situations, and many of our experienced teachers who asked to observe were allowed to spend a morning observing an experienced teacher work with a group of children in an everyday teaching situation. This was not a staged demonstration. There were

no substitutes available for such purposes so it was necessary for the principal to teach or to arrange for other teachers or a parent to take care of the observant's class.

The observers were scheduled in small groups of four to eight and met with an elementary supervisor at the designated school at 8:30 in the morning.

New teachers were especially interested in seeing teacher-pupil planning, the grouping of children within a class for the teaching of skills, for social studies, and for creative work.

Following the observations, the group had lunch with the teacher they had been observing. If possible the principal of the school joined us. A discussion of the morning's observation was led by the supervisor and ample time was allowed for teachers to ask questions concerning the work. It was not proposed that the teachers were to learn *the* way to teach but rather *a* way one teacher worked with a particular group of children based on their needs and interests. Our "master teachers" often remarked that they got as much help from the discussions and evaluations as did the observers.

This year there were 34 observations from the kindergarten through the sixth grade involving approximately 200 teachers. Our teachers found these observations extremely helpful and asked for more of them. Of course, we don't please all—we hear now and then of a teacher who got *nothing at all* from the observation!

As this is written, plans are under-way for this fall's preschool workshop. It won't be the same as this one. The suggestions of this year's evaluation committee will be taken into consideration and there'll be changes made.

Guiding Learning

L. Thomas Hopkins, professor of education, Teachers College, Columbia University, New York, presented this material in an address for the Association for Childhood Education International Conference in Philadelphia, April 1952. Because it carries a distinct challenge to all educators we are printing it in response to popular request.

I AM DEEPLY CONCERNED OVER THE wide gap between what a teacher has tried to teach and what a pupil actually learns of what the teacher has taught.

The problem is not confined to the lower schools, nor to public or private. It is also prevalent in liberal arts colleges, vocational, and professional schools including teachers colleges.

The evidence of the existence of this gap is so universal and so overwhelming that documentation is not necessary.

This gap between what a teacher teaches and what a pupil learns is not new to educators. Records show that it began in the early schools of this country and has continued to the present. Time, energy, and money have been spent by educators both to narrow it and to conceal its existence. Ability grouping, departmentalization, three-track curriculums, nonpromotions, remedial programs, special classes, patented teaching devices organized as budgets or contracts have all been used to no avail.

Vast amounts of money have been spent on instruments to measure more exactly what children do learn and what they should be expected to learn. Essay examinations have been improved. Objective tests have been developed. The intelligence of the pupils, but generally not of the educators, has been ascertained. Yet on all levels, in all types of schools, the gap between teaching and learning still exists. In some instances,

as in cosmopolitan high schools with a heterogeneous student body, it is even wider today than a half century ago when the student body was more homogeneous as to ability, social background, and educational purpose.

We, as educators, have been working only on the fringes of the problem. We have not yet found the center so have been unable to deal with the antecedents that brought it into being. I believe it can be readily solved if we wish to do so. Some of the wider and deeper implications of this dichotomy are in these two questions:

What is the basic problem of teaching and learning in our schools?

What can we do to reduce the gap between teaching and learning?

What is the Basic Problem?

The basic dichotomy between teaching and learning in our schools arises because we teach children by external authoritarian methods which are the reverse of their internal biological growth and learning process. So the basic problem is one of how to change abnormal teaching methods into a normal learning process.

The child is in a great dilemma. Internally he *has* to grow up by his biological process. Externally people demand that he become educated by au-

thoritarian teaching methods. He has to protect the integrity or unity of himself as a person for without his self he ceases to exist. And the only process he knows organically is the biological growth process.

He protects himself against these reverse external demands by various behaviors designed to remove the pressures before they disrupt his growing self. He usually takes one or the other of two well-defined directions. Either he tries to groove his organic energy into narrow subjects toward externally fixed ends becoming a good, conforming, complacent child, or he fights against the abnormal controls to become a trouble maker, a problem child, or a rebel. In either case he does not discover and release his potential capacity. He uses much of his available energy in overcoming his internal conflict. He arrests his own development at some level acceptable to outside controls. He never reaches the maturity of which he is capable.

Why is this gap between teaching and learning so important to children, educators, and adults who compose our society?

First, all children are born with a capacity to learn. But no two children have the same capacity—for each is tailor-made for him by the combination of genes which formed his early life. So, no two children can be expected to do the same things in the same way at the same time in their lives with the same results. Variability and not uniformity of learning is the biological inheritance.

Second, children must develop their inherited capacity to learn in, through, with, and by the environment in which they are born and reared. This is everything outside of themselves from which they draw the raw materials for their own learnings. When the environment is rich in such nutrients, growth is rapid and sound. When the environment lacks necessary materials, growth is slow and anemic.

Third, children develop only a small part

of the capacity with which they are endowed since the environment does not furnish the conditions for, or contain nutrients with which they can release and develop their capacity. Adults in the outside environment try to condition every child to the path of social and cultural respectability. The child who tries to wander over the environmental fields better to discover his peculiar tailor-made gene suit is severely frowned upon by his parents and rigidly opposed by the school. So his possibilities are never extended, the depths of his abilities are never plumbed, his creative interactions wither and die in the worn rubble of ancient traditions.

Fourth, there is no known way to improve biological inheritance so that each individual will be born with greater capacity to learn. Therefore, hope for the future lies in educating children so they will release and develop more of such capacity throughout life. This gap is important to children, since the conditions which produce it limit their opportunity to develop their inherited capacity to learn. The gap is important to adults since they create the environment which limits the maximum development of children. The gap is important to all of us since our only hope of a better future for ourselves or a better world for everyone lies in educating children to become adults who can use their capacity in a more intelligent way.

Guiding learning now becomes working with children so that they can discover, release, and develop potential capacity by a growth process. A process through which they will want to, and know how to, continue to develop such capacity throughout life while according to others the same privileges which they seek for themselves.

Obviously schools in America are not, and cannot be, guiding learning since our standard educational programs are not organized to help individuals discover, release, and develop their inherited capacities. Rather they are organized to teach children specific behaviors which are demanded by adults intent upon limiting the capacity of children to learn as theirs was limited for them by their parents and other adults.

No teacher or parent has to give thought to the amount of the capacity which any child inherits since evidence indicates he has *more available* ability than he will ever use even under the *most favorable* conditions which the environment can furnish. The problem becomes one of how to change a limiting and restricting environment to a releasing and developing environment.

What are the characteristics and meaning of biological growth, development, learning? Growth is a *process*. Every individual is a process. All life is a process. But the growth process is *not* just any old process. It has very unique, well-defined characteristics. It is a process by which any living organism *selects* and takes into itself those materials from its environment which it can make over into *new materials* for the purpose of (1) differentiating new structure and maintaining old structure, and (2) differentiating new behaviors and reorganizing old behaviors necessary to living in the culture in which it was born. Now every *process* has a *product* but the product is the *result* of the process.

An increase in the height and weight of an infant is a *result* of the process. It merely indicates whether the process is active or inactive, healthy or unhealthy. Changes in behavior are also results of the process. They in turn indicate the activity and quality of such process. And every process has direction. The direction of the growth process is toward maturity of structure and behavior which are together in the self. Direction is toward self-development, self-realization, self-enhancement. For there is no physical or mental individual. There is only one functional operating unity called the self without which there is no existence.

All growth, or development, or learning begins with the organic drive or psychological need of the individual.

- It is *self-selective* in that the organism picks up from the outside environment that which it accepts to satisfy its need as it experiences such need.

- It is *creative* in that the organism cannot use directly for its growth that which it selects. It must change it into some *new* substance, meaning, knowledge, or behavior. It uses what it creates out of what it takes in.

- It is *interactive* in that the organism gives back into the environment something different to replace that which is removed. The tree takes in carbon dioxide and gives back oxygen. The child takes in something from what the teacher tries to teach him and gives back a behavior which is always different and frequently startling. So each affects the other.

- The growth process is *differentiative* in that the structure or the behavior is produced by the individual. It is never *produced* by anyone on the outside. The farmer never made a tree and parents never produce a child. They only furnish the environment in which the seed or zygote may differentiate toward physical or behavioral maturity.

- It is *cooperative* in that the various organs of the body carry on their specialized activities in a mutual relationship to each other for the preservation and enrichment of the integrity of the whole. In other words, the need of the whole or integration of the self are paramount. For without internal cooperative interaction the individual would cease to exist. It is coeval with life.

- The *quality* in this unique process is the living self, which is the dynamic organization of all learnings accepted to refer to as I, me, or mine which distinguished me from all other selves. Without them there could be no I or no you. But what an individual thinks himself to be may not be accepted by outside persons. And so his troubles in this world begin. But regardless of whether they like or dislike him, they cannot control the process by which he became what he is. And if they understood the process by which they became themselves perhaps they would not make such elaborate attempts to control him.

The drive, energy, or force for growth or learning is in the living organism. Genetically it resides within the chromosomes. Physiologically it is associated with hormones, neural impulses, and chemical states. Psychologically these

forces are called motives, intentions, purposes, values, interests, attitudes, needs, sentiments. All of these are the inner energy drives that regulate, control, and precipitate the individual's responses to his external world or produce what outside observers call learning or education.

Growth then is a self-selective, creative, differentiative process carried on in cooperative interaction with the outside environment in which the direction is toward the improvement of the quality of the self or self-realization and enhancement. And a child born into a new environment biologically expects that such process will be continued. Instead he finds himself facing a reverse process. To outside adults, growth is an externally controlled, conditioned, non-creative process. It is carried on in a competitive environment directed toward the accumulation of specific responses in the amount and quality set by outside authorities.

The child is caught between his normal growth drives or needs and abnormal demands of external adults. He cannot change the conditions and the outsiders will not alter them. So to preserve himself he develops behaviors not understood by himself and unacceptable to his parents or teachers. He never finds out who he really is, never releases and focuses directly his organic energy, never understands and uses the process of his own growth and development. He never really grows up as a person since the environment arrests his development at some favorable spot.

In spite of all of these difficulties, what he really takes into himself to become himself is by the biological growth process. So the child becomes himself by one process without the benefit of guidance while he is taught fragments of the external culture by another with

all the appropriate trimmings. The gap between teaching and learning arises and is perpetuated both in our schools and in our general culture.

How Can the Schools Reduce this Gap?

The direction is clear but the implementation is difficult. But here are some suggestions:

First, remove all forms of external authoritarian control wherever it is found, under whatever guise it may appear, regardless of what pressure group may be sponsoring it. Authoritarians want children to learn their fixed ends or the results of growth of someone else.

Second, operate all schools through a cooperative interactive growth process to the end that every pupil who completes compulsory education will understand, accept, and use such process in his daily living.

Third, help each other as professional educators revive and nurture in ourselves whatever remains of the biological creativeness not destroyed by the pressures of authoritarian education and their symbols called degrees.

Fourth, help other adults to see that such authoritarian teaching denies the very results which they expect of their children or prevents them from becoming the kinds of normal, unique, creative selves which they and the public in general desire.

This gap can be reduced only as authoritarian methods of teaching become the biological process of learning. Only people can produce such change. And no person can guide the learning of another by the biological process unless he has experienced such process in himself. Our first responsibility as professional educators is to remake ourselves as persons and catch the warm glow, organic energy release, internal confidence, and security which such a process begets. For then, and only then, will we be able to achieve the new professional competence of guiding children to become the maturing persons who will by cooperative action bring a better future to a troubled world.

Helen I. Reed, teacher of wide experience, was asked to react to the implications of the article by L. Thomas Hopkins (see page 26). Readers will be interested in the ideas for school and classroom organization.

EIGHT-YEAR-OLD BUTCH, HIS BROWN EYES shining, paused for a moment in his attack upon the steak before him. "This is good," he said, "and this is a nice restaurant." His eyes wandered upward toward a mediocre frieze depicting spring and stretching the length of the room. The picture carried its own story to Butch, and the mediocrity of its art was lost amidst the vivid colors of the flowers and the realistic splash of the spurting fountain.

His eyes met mine shyly. "That's what I'm going to be when I grow up, an artist. I love to paint, and I like bright colors."

Yes, Butch liked color. Somehow out of the barren home where he lived, and the surrounding ugliness of the poorest section of a large city, he had managed to select color. This he stored behind sensitive eyes that could search out the blue of a city sky defying smoke; the warm browns and grays of a vacant city lot; and the gay topcoats worn by well-dressed women.

The memories of those colors intermingled in the pictures which he painted in school and which adorned the bulletin boards; in the sunny yellow shelves he had painted for the science corner; and in the rhythmical blues, yellows, and reds of the scrap-box cover.

Several years have passed since then. Just a few weeks ago the news came that Butch had failed in junior high school. The little girl who brought the news said, "He never did learn to speak or read too well, but he did his best." Somehow with a child's clear vision, she had gone

There will be other reactions to this subject. We would welcome hearing your ideas.

Guiding Learning

beyond the adults guiding her and sensed that a "Butch does his best" in our educational world. But Butch's best did not reach the median line on the standardized tests given in reading, spelling, and English.

All of us who have lost a Butch to the standardized process of whittling down the human spirit and self to a median line have longed to confront educators on every level with the basic facts concerning growth. Perhaps we have been too busy giving a Butch one or two more years of happy school living, or we have felt inadequate to clarify the facts of growth for certain educators who see no relationship between the normal growth of a Butch and the educational program.

L. Thomas Hopkins in his preceding article has, with unusual clarity, insight, sincerity, and simplicity, presented us with the scientific facts of basic growth and development. Our remaining responsibility is to study these facts in terms of their implications for education on every level.

Do we as individuals interested in growth and learning accept the basic facts of growth as characterized by individual learning-capacity, self-selection, integration of the whole organism, interaction, creativity? If we do, are we willing to display some concerted action on such acceptance? Where is the best and most fertile place to begin?

Houseclean Curriculum Guides

If we accept the facts of growth, if we want action on that acceptance, then let us begin with a thorough September housecleaning of our school curriculum

By HELEN I. REED

in the Classroom

guides: clear out the ancient, choking debris still clinging to the best of them. Such debris is wrapped in tidy packages of neat listings related to specified general learnings for given grades; columns of concepts upon which designated age levels are to generalize; isolated courses concerned with human relations, safety, business arithmetic, spelling, reading for pleasure, reading for learning.

Year after year this pile of debris has grown to such mammoth proportions that the curriculum has become a snarling entanglement of the good and the bad pulling in *opposite* directions.

Beneath this chaos and confusion, almost smothered, rest good things that are on the side of basic growth and development. Let us rescue them and give them the air of consistent usage so that they may expand, grow, and prove their worth. Such good things are many.

Begin With People

There are the sincere attempts being made in so many places to begin with people. Aged sixteen or sixty, wherever *people* are the concern, there is modification of past procedures and programs, new planning in light of present needs, over-all staff and community planning related to the curriculum, and general self-surveys. Youth in such places is being listened to and drawn into the solution of problems. Elementary and secondary schools are being planned in spirit and architecture to permit a sharing of interests, problems, and special resources. There is space for movement; there is exchange of ideas; there is time to question, look, and listen. The job of rescuing these attempts from the

hands of a group of individuals who believe that people are for the purpose of exploitation, and that the curriculum provides ample opportunity for such exploitation, is not an easy one.

We can do it simply by giving these good things a chance to get somewhere this year before they are chased to cover by the newest educational band-wagon.

Flexible Grouping

Then there are the steps being taken toward flexible grouping, so that the *individual capacity for learning, interaction, and differentiation* may be realized. These attempts are portrayed by small and large groups or individuals. We find evidence of them in the exploration of a community, in learning to read, in watching a butterfly emerge from a silver chrysalis, in experimentation with sound.

In some schools, groups are remaining with the same teacher for two or more years so that ongoing growth may function without interruption by grade threat.

These attempts at flexible grouping must be reinforced with patience and courage; the enemies against them in the face of rising school enrollments are many. Let us sustain in every way possible such attempts when we find them.

Better Counseling and Reporting

There is an encouraging note hidden underneath our curriculum debris in terms of individuals. This is the sincere effort being made to do a better job of counseling and reporting. In some school systems narrative reports that are truly concerned with the individual student have replaced the A-B-C type which placed emphasis upon complete mediocrity in learning. In still other systems, conferences with parents have entirely replaced reports. Other schools are opened in the evenings so that father,

mother, grandfather, grandmother—all concerned with a Butch—may come to his school, ask questions, and see what is going on.

There are, in addition, those fortunate places where fathers come in to build monkey-climbers for the playground; where mothers come in to mend broken dolls; or where fathers and mothers join in learning about child growth and development. Let us not sell out these people to the curriculum debris forever threatening the time they use. Remember that growth is interactive and cooperative!

Access to Raw Materials

Coupled with all of these attempts and efforts is the awakening realization that since growth is self-selective, the learner must have access to all types of raw materials so that he may select from those materials such ingredients as are conducive to his growth. We hear much these days about the self-contained classroom, and about interest centers where one may find clay, paint, music materials, and science equipment. We must not, however, forget the learner and his stretching out toward that which has meaning for him. Have you heard a sincere classroom teacher or supervisor say: "We have no trouble in our school with duplication of activities during work periods. We merely put slips into a box and each child draws one. On each slip is listed a work period activity. This technique prevents any one child from doing the same thing over and over." Does it? Is this slip-drawing process self-selective, or teacher-selective? Is it chance, choice, or teacher-insecurity that tells a Butch that he is to saw a board rather than spill upon an easel the colors behind his eyes?

Is it not teacher-disbelief and school-

disbelief of the child's ability to adequately select those ingredients from the environment conducive to unique growth?

With Thought to Ourselves

It is clear that as we houseclean our curriculum guides this September, we must give some thought to ourselves as individuals and as educators.

Whose philosophy do we wear about our shoulders, but not in our hearts?

What do we really believe?

Out of varied and rich experiences, have we developed our own ongoing philosophy of education which—if not perfect—at least possesses integrity?

Will we find that we have snatched at the stray patches of educational philosophies scattered by *status quo* individuals? Are we becoming easily chilled by every wavering breeze upon the educational scene, easy victims for pressure groups, autocratic methods, and those vested interests that have needs to fill the curriculum with their own rackets that deny the facts of basic growth to exploit children, parents, and teachers?

They do not teach who use four walls as prison bars

To hide the wonder of the universe from eager hearts and minds

That still can see a fairy's touch upon a dew-kissed blade of grass.

They do not teach who cloistered within some dusty academic hall

Pass out neat packages wherein are nestled the final answers

To the right and wrong of things. But, ah they teach.

Who free the heart and mind, whatever age, to search for wings

To lift a dream from earthbound chains, where skimming beyond

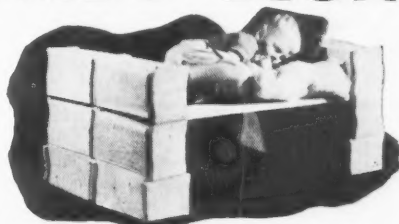
The farthest mountain height it reflects back the light

Of boundaries never scaled before and beckons The Self in *Embryo* toward brave, uncharted shore.

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NEWS and REVIEWS

News HERE and THERE . . .

By MARY E. LEEPER

New ACE Branches

Sedgwick County Association for Childhood Education, Kansas
Gratiot County Association for Childhood Education, Michigan
Columbia Association for Childhood Education, South Carolina
Abilene Association for Childhood Education, Texas
Lamar College Association for Childhood Education, Beaumont, Texas
Arlington County Association for Childhood Education, Virginia

Reinstated

Central State College Association for Childhood Education, Wilberforce, Ohio

Life Members

The following people have become life members of the Association for Childhood Education International:

Helen Bertermann, Cincinnati, Ohio
Annie Laurie Connelly, Dallas, Texas
Victoria Lyles, York, Pennsylvania

ACEI Officers—1952-1953

Three new officers were elected at the annual meeting in Philadelphia in April. They will hold office for the next two years.

EUGENIA HUNTER, the newly elected vice president representing primary education, is associate professor of education at Woman's College, University of North Carolina. Miss Hunter has served on ACEI committees and is active in ACE affairs in her community and state. Among her hobbies are travel and the collecting of early types of readers and story books for children.



Eugenia Hunter

MYRON C. CUNNINGHAM, the newly elected vice president representing intermediate education, is director of curriculum and instruction in the public schools of Abilene, Texas. Before going to Texas Mr. Cunningham was a member of the state department of education in Arkansas and active in ACE work in that state. Among his hobbies are making tape recordings of interviews with children and a game of golf when time permits.



Myron C. Cunningham

ERNA L. CHRISTENSEN is the new secretary-treasurer. She is a teacher in the public schools of Hartsdale, New York. Miss Christensen is an active member of the Five Towns ACE and has recently served as its president. Her special interests include music, the theater, and crafts.

Continuing as members of ACEI's Executive Board are Helen Bertermann, Cincinnati, Ohio, president; Blanche Ludlum, Los Angeles, California, vice president representing nursery education; and Bernice Nash, Lawrence, Kansas, vice president representing kindergarten education.



Erna L. Christensen

Retirement

Olga Adams, director of senior kindergarten in the laboratory school of the University

of Chicago, retired in June 1952. The occasion was marked by a reception arranged by parents of children whom Miss Adams had taught. More than five hundred attended the reception.

To her reputation as one of the best-known kindergarten teachers in the United States, Miss Adams can add a recent honor which contributes to her international recognition.



Olga Adams

Her portrait will hang in a room, dedicated to her, in the Dr. Jose Gustavo Guerrero Kindergarten, of San Salvador. This has come about through the efforts of the International Information Service, Department of State, to provide a fitting and timely symbol of the best in American primary education.

Through the years, Miss Adams has been an earnest and joyous participant in the work of the Chicago and Illinois ACE groups. In the Association for Childhood Education International she has served on committees, as vice president, and, as president in 1939-41 she presided at ACEI study conferences in Milwaukee, Wisconsin, and Oakland, California.

Her sensitive, understanding guidance of children, her professional help, friendliness, and the fun she has brought to those who have worked with her have helped many toward happier and more useful lives.

Changes

Millie Almy, formerly associate professor, University of Cincinnati, Cincinnati, Ohio, is now on the staff of Teachers College, Columbia University, New York.

Ruth Andrus, who recently retired as chief of the Bureau of Child Development and Parent Education, State Education Department, Albany, New York, is now research coordinator of the Cold Spring project of the Walt Foundation.

Mary Elizabeth Venable, formerly director of Christian education of children for the

Chicago Congregational Union, is now associate director of children's work for the Commission on Education, National Council of Churches of Christ in the United States, with headquarters in Chicago, Illinois.

New ACEI Bulletin

The Primary School—Stop! Look! Evaluate! is the new ACEI general service bulletin. Its objective is to aid teachers in examining and improving their work with children and to help parents, administrators, and the public understand the modern primary school. Topics and authors are:

Searching Questions—*Laura Hooper*

What Has Research Taught Us About Children?—*Gertrude Hildreth*

The New Discipline—*Willard C. Olson*

What Is Being Done to Meet Children's Needs?—*Mary Harbage*

Are Promotion Practices Defensible?—*Celia Burns Stendler*

Can Promotion Practices Give Security?—*Florence C. Kelly*

Our School Building Programs—*Paul W. Seagers*

What of the Future?—*Mildred March, Compiler*

Order from the Association for Childhood Education International, 1200 Fifteenth Street, N.W., Washington 5, D. C. Pp. 48. 75¢.

From the ACE in Pusan, Korea

The following paragraphs are from the president of the Pusan ACE branch:

Our kindergarten has moved into a new building and the children are so happy. We had open house one day for the mothers and another day for the fathers.

Our Korean ACE members decided to collect children's books for a library. We are planning a library for refugee children, using the kindergarten room once a week and Saturday and Sunday afternoons. This is a voluntary service given by the members. Each member is responsible for getting three books for the beginning, then one book a month.

The news of the ACEI Scholarship Fund gives our members a new hope and courage in their work.

This ACEI fund has now passed the \$2000 mark. Gifts to the fund will be received until January 1. Plans for the use of this fund include bringing a Korean teacher to the United States for study as soon as possible.

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- 3** **Captions above** Compton pictures arrest attention, create interest, and provoke questions; legends below each picture explain the picture and give information not included in the accompanying text.
- 4** The beautifully designed pages invite the eye—**clear legible type** printed on fine quality, nonglare English finish paper makes for easy and pleasant reading.
- 5** The easy reference **Fact-Index** thumb-tabbed at the back of each volume—easy to use as the dictionary—makes every fact throughout the work instantly accessible by exact volume and page number.

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Evaluation of Reference Books for Children

By 1950-1952 ACEI Evaluation Committee

THIS COMMITTEE REPORT IS THE RESULT OF a need for a simple, nontechnical analysis of children's encyclopedias and compilations of literature now on the market. It is written for teachers and parents by teachers and parents.

The reader is asked to keep in mind the following facts:

1. Only encyclopedias intended primarily for children and young people are included.

2. One compendium of literature is included though the committee believes that individual books chosen from a very personal point of view are more effective in helping young people grow in the enjoyment of reading.

3. Opinions expressed in this report are based on classroom experiences. The encyclopedias and collections of stories discussed here were made available to, and used by, boys and girls over a considerable period of time.

THE WORLD BOOK ENCYCLOPEDIA. 18 volumes (plus *Reading and Study Guide*.) 1950 edition. Chicago: Field Enterprises, Inc., 35 E. Wacker Drive. An excellent reference encyclopedia suitable for library, classroom, or home use geared to the reference needs of fifth and sixth grades, and junior and senior high school students. It also provides simple, nontechnical information for adults.

Arrangement of articles is strictly alphabetical, which means that no indexes are used. Extensive use of cross reference is made in the body of the work, with more than ten thousand special cross references included.

The unit letter arrangement of volumes is used—all subjects beginning with the same letter of the alphabet may be found together; that is, articles beginning with A are found in the A volume, those with B in the B volume. This simplifies location of material for students.

Members of committee on evaluation of reference books for children: Marie Merrill, Bronxville, N. Y., Chairman; Christine B. Gilbert, Manhasset, N. Y.; Mrs. Philip Haas, Hastings-on-Hudson, N. Y.; Katherine E. Hill, New York University; Arensa Sondergaard, Bronxville, N. Y. A reappointed committee is continuing with evaluation of other sets of reference books during 1952-1954.

Large subjects are logically and clearly subdivided, and the scope defined so that the reader can locate more easily the information he wants. Under a country, such as England, subdivisions are found such as land, location, climate, people, and government. Small individual subjects are treated independently rather than including them in a longer article of greater scope. Students seeking specific factual information about a particular point would not have to wade through a mass of extraneous material.

Editorial procedure has been to introduce relatively simple and familiar concepts in the early part of major articles, proceeding to progressively more difficult concepts toward the latter part of the article.

Controversial subjects are presented without bias. Annotated bibliographies appear at the end of many general articles.

Illustrations include colored pictures, maps in color and in black and white, photographs and rare old prints, artists' drawings, decorative product maps, pictorial diagrams, graphs and pictographs. The format of the encyclopedia is good, the paper is durable, the print clear and well spaced, and margins adequate.

An annual supplement is printed each year and is provided at nominal cost. A unique feature is the additional reference service which is available to subscribers who may write in for particular help with their reference questions.

The nineteenth volume is a study guide. It organizes subject matter and reveals underlying relationships.

Classrooms, libraries, and homes indicate very favorable reaction to *The World Book*. It is popular with young people. Material intended for the youngest students comes in the early part of the articles. More mature material for older students is found in later sections. The approach to material is factual which students appreciate. When looking for information, they do not like to wade through material presented in story form.

The World Book is highly recommended for the information is simple and clearly written, graphically illustrated, and logically arranged.

THE BOOK OF KNOWLEDGE, *The Children's Encyclopedia. 20 volumes. New York: The Grolier Society, Inc., 2 W. 45th St. 1951.* The *Book of Knowledge* contains information of interest to elementary school children. Material is organized under the following "Departments": The Earth, Science, Wonder Questions, Animal Life, Plant Life, Our Own Life, Familiar Life (Industry), All Countries, The United States, Canada, Fine Arts, Literature, Famous Books, Stories, Poetry, Golden Deeds, Men and Women, Things to Make and Things to Do, and Colored Plates. Volume 20 includes a general index, poetry index, key to illustrations of fine arts, Declaration of Independence, and Constitution of the United States.

Because information is not organized alphabetically, it is sometimes difficult for children to find the facts they wish. The "Index Volume" must be used to trace the desired subject. When this is done, the reader may be referred to as many as five or six volumes, each of which contains some information on the subject under consideration. Some children will become discouraged with this complicated and time-consuming search.

Type used in *The Book of Knowledge* is clear and easy to read. There are some attractive new illustrations; however, many of the old plates have also been used. This mixture of modern and old-fashioned illustrations gives each volume an unusual appearance. A colorful paper jacket covers each book.

The information presented is written in an interesting, readable, story form. At times it is necessary to read much of the story before needed facts are found. Children who read with ease may enjoy reading the volumes as one might read an ordinary book. Those children who do not read easily may enjoy listening to the stories. There is much to appeal to children from ages 6 to 14.

It is unfortunate that a pamphlet entitled "Graded Courses of Study" accompanies *The Book of Knowledge*. The material in this pamphlet is "Based upon examination of courses of study used in the school systems throughout the United States. Includes study outlines; questions linking the subject matter to incidents of everyday life; achievement tests; page reference to answers, required information and pictures in *The Book of Knowledge*." Angelo Patri in his introduction to the pamphlet, urges that it be used in the following manner: "Take nobody's

word for the child's ability and his product. See for yourself. Turn to the test pages of *The Book of Knowledge* and you will find the standards and measurements of science and geography and any other school work your child does. Measure your child's work on that basis." Certainly such material as this should not be put into the hands of an insecure, overanxious teacher or parent. This kind of study guide may become an instrument of torture to children.

The Book of Knowledge is difficult to appraise as an encyclopedia since organization is so different. If children are guided individually and carefully, they will be able to find facts they need. Many hours of pleasant story, poem, and informational reading will be afforded by these volumes.

COMPTON'S PICTURED ENCYCLOPEDIA AND FACT INDEX. 15 volumes. Chicago:

F. E. Compton and Co., 1000 N. Dearborn St. 1950. This fifteen volume set is so inclusive in its selections of materials dealing with a specific interest that it will prove of practical use to children in the elementary grades as well as to students throughout the high school years. A breadth of approach makes it possible for almost any age to find details of significance in pursuing a particular interest. Annual revision insures the inclusion of up-to-date data.

Librarians report that this set is popular. Classroom teachers find that it is practical and stimulating to have a set available in the classroom since suitable reference can be found for children of varying reading abilities and interests, whether in the earlier grades or in high school.

Each book, in order to render the greatest possible service, has been designed and divided accordingly:

- (1) Main text with articles arranged alphabetically.
- (2) Illustrations, color plates, and maps.
- (3) Picture-text which accompanies the pictures.
- (4) "Reference-Outlines" and bibliographies covering the great branches of knowledge.
- (5) "Here and There in This Volume" is a reading guide in each volume listing major articles under appropriate headings. Also interest-questions intended to arouse curiosity and point the way to especially interesting articles.

- (6) "Easy Reference Fact-Index" gives page numbers for individual facts in the work, additional material for quick reference work. Divided into alphabetical sections. Each appears at the end of its appropriate volume.

Teachers need to familiarize themselves with this plan so that they can help readers successfully find and utilize available materials. Younger children will need more help; but Compton's plan is not complicated.

Each main topic is presented in story form, rather than as a digest of reference data. The print, paragraph length, and pronunciation-helps on difficult headings, all contribute to ease of reading. Interesting color plates, diagrams, maps, photographs and explanatory notes, called picture keys, amplify the text and serve to stimulate and channel interest at many points.

Each volume carries not only its own index but a cross-index as well; pertinent material within the whole set is pointed up while pursuing a more general topic. For instance, general information regarding animals in Africa will not include details for a specific animal such as *Zebra*; but cross reference in index will guide reader to page needed.

The reference outlines and study guides, however, are thought by this committee to be most suitable for the individual teacher's use if he needs to enlarge his knowledge in a particular area. Teachers and parents might well be cautioned against any work-book-type exercises which if used extensively, dull children's interest and curiosity.

In general, this set meets the publisher's claims for it. It is recommended by this committee for library, classroom, and home.

CHILDCRAFT. 14 volumes. Chicago: Field Enterprises, Inc., 35 E. Wacker Drive. 1949 (Revised edition). *Childcraft* is a fine set of books for librarians', parents', teachers', and children's use. Its scope is varied and interesting, as is indicated by the following outline of its contents:

Vol. 1-6 An anthology of children's literature.

Vol. 7-8 Nature and creative play and hobbies. Designed for use by children.

Vol. 9-12 Child development and guidance. Designed for use by parents.

Vol. 13-14 Double size picture volumes on art, music, science, and industry. Designed for use by children.

Volumes 1-8, 13, 14 may be purchased as a unit by schools and libraries which do not wish to duplicate the four guidance volumes.

More than one hundred well-known artists, participated in illustrating the books. The finest of all types of literary material is included. There is expertness of choice and wide variety—from best of folklore to the finest of modern literature.

Interpretations of school practices by outstanding educators are found in Volume 11. William H. Kilpatrick's article on "What Parents Should Expect of the School" is a leading one. Other articles include information about nursery school, language development, reading, writing, and social studies. These articles are generally sound and in accord with modern educational practices. There are parts, however, that need careful examination before recommending, such as arithmetic, spelling, and the discussions on tests and measurements.

Volume 12 contains a comprehensive, well-organized, carefully compiled index to the fourteen volumes. Adequate cross references and "see also" references are used. There is a detailed breakdown of broad subjects.

The format of the books is especially commendable. They are attractively sturdily bound. The paper is excellent and type is clear. Illustrations are colorful, vivid, and altogether beautiful. The variety in size of illustration is good.

The books that children use stimulate them to a fuller use of other books. From nursery through junior high school each child will find something to interest and delight him and lead him to seek further information.

Parents will find wise counsel on everyday problems which they meet in bringing up their children. A special information service on child guidance and child training is furnished by the Childcraft Advisory Service to owners of sets.

Material is constantly checked for authenticity and for newer developments. It is added or revised when needed.

While *Childcraft* is not designed or recommended solely for reference use in schools or libraries, this committee believes it to be a valuable set of books for parents and for teachers. No set of books should serve as a substitute for a well-selected library of individual volumes, but it would seem that this particular set would encourage the building of such a library because it enriches experi-

ences and broadens the knowledge of so many people along so many lines.

THE NEW WONDER WORLD. 11 volumes.

Chicago: Geo. L. Shuman and Co., 203 N. Wabash Ave. 1947. This set of books is designed to be a reading and reference library for home and school with material suitable for children of all ages from preschool through high school.

The format of these books is commendable. They are attractive in size, color, paper, print, and binding. Illustrations are numerous but on the whole are not in keeping with the general appearance of the books.

The eleven volumes contain a great deal of material although no attempt has been made to cover every subject or to exhaust the information on any one subject. It is carefully selected authentic material designed to be of the greatest interest to children of school ages. Material is arranged on the "unit plan." Volumes are called "The Literature Book," "The History Book," "The Nature Book," "The Wonder of Life," and others. There is no alphabetical arrangement of material. For example, Volume 4 on "Adventure and Achievement" deals with outstanding adventures of man in the early conquests, in his adventures with Indians, with wild animals, as well as the experiences of the heroes in World Wars I and II. In Volume 7, "The History Book," the progress of people from prehistoric ages to the present time is presented. This organization makes the material more valuable as literature than as reference material. Because of this, the committee recommends these books for home use rather than for school use. Experience and observation point out that children in school use these books as they do library books, to read for pleasure or for browsing, but do not turn to them for reference material.

Volume 11 is difficult for children to use for ready reference although it has a complete index which is arranged in two parts, general and biographical.

In this same volume are many articles on child psychology and modern education by outstanding authorities. These articles enhance value of set for use in home. While many of these articles can be recommended wholeheartedly, some suggest teaching techniques that are based on an outmoded psychology. It is important for the reader to have a knowledge of modern psychology to

be able to select wisely from these writings.

The committee questions the ability of anyone to select "The Best of Good Reading" for anyone (Vol. 8—The Literature Book) or the soundness of the suggestions in "How Can You Teach Yourself the First Principles of Drawing." (Vol. 6).

BRITANNICA JUNIOR. 15 volumes. New

York: Encyclopedia Britannica, 342 Madison Ave. The *Britannica Junior* is designed for the elementary school level. Its uniqueness lies in its large size print, readable page, simple vocabulary and the narrative, yet forthright, quality of presentation.

Many children who must struggle with the other juvenile encyclopedias receive immediate "moral support" when they see the 10 point print and the generous margins, the opaque paper, and good pictures.

Children usually experience success with the vocabulary, although such topics as radar or electronics are found to be rather difficult. Topics in which children are interested are treated with a suitable amount of detail. The narrative style used clarifies the information given, and does not bury or "sugar-coat" it. *Britannica Junior* is an excellent elementary school encyclopedia.

For these same reasons this set is probably less desirable at home than in school. The average parent feels that he must purchase an encyclopedia which will be usable throughout the child's high school days at least. *Britannica Junior* because of its sharp focus on the elementary school child, is not as usable.

The "Ready Reference Index" comprises the first volume of the set. It is a fact index, defining or identifying each subject and indicating the pronunciation. Volume, page number, and section of page are indicated for each reference in the encyclopedia.

The last part of Volume 15 comprises an atlas of 40 maps in color. The publishers state that 1938 boundaries are followed because adjustments were not final at the time of printing. The atlas has an index which lists cities and towns of the world.

Additional maps are found throughout the main body of the text.

The format is attractive and the gold lettering against the red binding is pleasing and in itself calls attention to the set. It invites the child to open a book and to further explore its contents.

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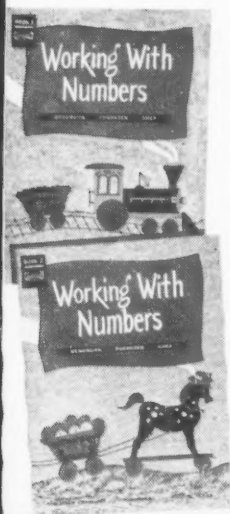
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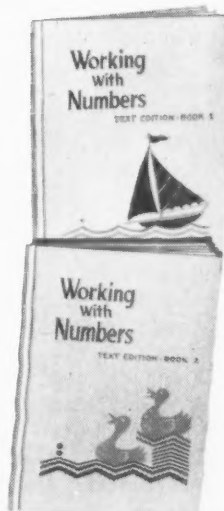
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Books for Children . . .

Editor, LELAND B. JACOBS

A national literature for children grows toward maturity in direct relation to the willingness of its creators, producers, and purchasers to consider children as a sensitive, serious audience of readers. In the light of this truth, there are substantial signs that American children's literature is attaining its majority. Books that present exciting big ideas to children seem more abundant. Books that artistically explore the real problems of modern child living are more numerous. Books that encourage children to think in unhackneyed ways about moral and spiritual values are appearing more frequently. To such a mature literature for children the American home and school should give its full support.

JAREB. By Miriam Powell. Illustrated by Marc Simont. New York: Thomas Y. Crowell Co., 432 Fourth Ave., 1952. Pp. 241. \$2.50. In the loblolly-pine country of Georgia there are proud people who struggle to make life good. This is their story. It is also the story of young Jareb and his spirited protection of his no-account hound. Too, it is the story of a boy's growing-awareness of the meaning of friendships and of responsible citizenship in his community.

Jareb is a distinguished book. Fast-paced in its story telling, graphic in its delineation of the life of the people, and genuine in its humanity, this book will capture many a reader in the later-elementary grades and will sympathetically tote him into the daily living of Jareb's family and locale.

Miriam Powell writes with fine integrity, free from provincialism but full of insight in her appraisal of the cultural influences that play upon Jareb. It is a frank book, but out of its frankness comes its strength and inspiration.

SYBIL LUDINGTON'S RIDE. By Erick Berry. Illustrated by the author. New York: The Viking Press, 18 E. 48th St., 1952. Pp. 128. \$2.50. In 1777 in York County, Sybil and Ricky Ludington were growing up under Revolutionary War conditions. In spite of this, they were normal, healthy children who loved fun, the great outdoors, and

a colt which was a charming pet. Ricky was the more audacious, generally, but when it came to downright courage, Sybil flaunted danger and rode through the night to warn the people of the approaching Redcoats.

Erick Berry has based her book on a true historic incident. She has so ordered the narrative that the ingredients of good modern storytelling are amply supplied: well-delineated and contrasting characters, a prized pet, dramatic atmosphere, and swift-moving, heroic action. This story possesses both imagination and verisimilitude, which makes for good reading in historical fiction.

ZUSKA OF THE BURNING HILLS. By Alvena Seckar. Illustrated by Kathleen Voute. New York: Oxford University Press, 114 Fifth Ave., 1952. Pp. 222.

\$2.75. That Zuska and her family could face life so courageously is a wonder. There was little enough in the small coal mining community itself to encourage families to be joyous. But these miners' families, recently from the Old World, seemed determined to find purpose and pleasure in living. Zuska, heroine of this well-written book for nine- to twelve-year-olds, symbolizes the integrity and human quality of the Pinet Hill people and her family represents the culture and the customs of the community.

While Zuska's story is a thoughtful, honest one, it is not somber. Nor is it a crusading book. Instead, it is a book full of insight that sensitively illuminates what it means to be a miners' child. It is an optimistic book that points up the finer motives of adult and child. It is an entertaining book, with fast-paced excitement, heroic action, and a gentle humor. And, above all, it is a heart-warming book, authentic, genuine.

LADYCAKE FARM. By Mabel Leigh Hunt. Illustrated by Clotilde Embree Funk. Philadelphia: J. B. Lippincott Co., E. Washington Sq., 1952. Pp. 126. \$2.25. Here is a fine idea about intergroup relationships, valid in its social assumptions and hopeful in its outlook. It is a story of a family's dreams come true; a story of triumph for a boy; a story of the conscience of a community. It is a convincing, entertaining story, free from preachment but impelling in its democratic values.

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(Continued on page 44)

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Books for Children

(Continued from page 42)

country and when their chance to get a farm comes, the whole family is overjoyed. But the farm is in a community where no Negroes have previously lived. In neighboring, the family has to make its way with care. Little Joe has to win his own place at school.

Both the writer and illustrator deserve plaudits for their scrupulous care in avoiding common stereotypes and, at the same time, in creating convincing human characters whom later-elementary grade children will enjoy knowing.

THE GREEN THUMB STORY. By Jean Fiedler. Illustrated by Barbara Latham. New York: Holiday House, 8 W. 13 St., 1952. Pp. 38. \$1.75. Peter's strong desire for a garden in his backyard led him out into his neighborhood to find the person with a "green thumb"—the person who could help him transform his yard into a thing of beauty. How this small boy learned the full meaning of the "green thumb" as a personal possession makes a very pleasant story for the "beginning-to read" child.

There is forthrightness in Jean Fiedler's writing, which is well paced. The child's quest for the meaning of the "green thumb" is skillfully handled. The joyousness of the true gardener's spirit pervades the book, both in plot and picture. Peter's success story is as natural and refreshing as is the good world of growing things, which gives *The Green Thumb Story* its meaning and its value.

LINCOLN'S LITTLE CORRESPONDENT. By Hertha Pauli. Illustrated by Fritz Kredel. New York: Doubleday and Co., Garden City, 1952. Pp. 127. \$2.50. Grace Bedell, eleven-year-old admirer of Abraham Lincoln, wrote the great man a letter. She so wanted him to become President, and she was sure that a fine beard would win him votes. How Grace saw her dream come true and also met the admired one is the essence of this new contribution to Lincoln lore.

Hertha Pauli tells, intimately and with honest sentiment, a heart-warming story. It recalls the wholesome nature of a child whose admiration impells her to action and the sensitive human quality of a great American.

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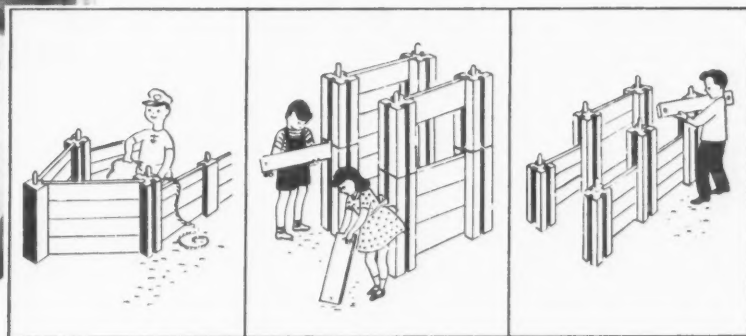
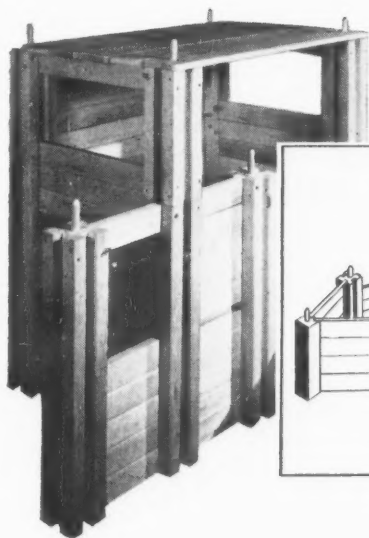
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Books for Teachers . . .

Editors, WINIFRED E. BAIN
and MARIE T. COTTER

EVERYBODY'S BUSINESS—OUR CHILDREN. By Mauree Applegate. Evanston, Illinois: Row, Peterson and Co., 1911 Ridge Ave., 1952. Pp. 310. \$3. This book is written for parents about children, and particularly about what is likely to happen to children in modern schools. There are ten chapters, an introduction, and a postscript. Each chapter is an account of an informal meeting with parents. The introduction warms up to the subject; the postscript is a fable pointing the moral. All this is written with delightful informality and humor as one would talk to people one knows well and likes a lot.

With all its disarming charm, the book is packed with practical ideas about dealing with children and helping them learn. It explains school work in sensible terms that everybody can understand and practically everybody approve. It will help parents appreciate and enjoy their children and their schools. Not only its spirit but also its practical detail will suggest to teachers good ways of working with children and parents.—W.E.B.

UNDERSTANDING YOUR CHILD. By James L. Hymes, Jr. New York: Prentice-Hall Inc., 70 Fifth Ave., 1952. Pp. 183. \$2.95. Jimmy Hymes has "done it again"—only this time it is not a pamphlet or magazine article, but a full length book. Here, in the Hymes way, is deep understanding and what-to-do-about-it wrapped up in an easy-to-take form. The short-clipped sentences, the humorous anecdote, the to-the-point illustrations convey not only the message of a psychology text book, but a personal feeling for the reader—be he teacher, parent, or both.

Understanding Your Child presents four ideas: "Children Grow," "There is a Plan to the Way They Grow," "Children Want Things Out of Life," and "There is Some Reason Why." Mr. Hymes has the ability to put profundities simply and understandably. For instance: "Everyone has his own private timetable, but for everybody first things must come first and you can't skip any steps along the way."

Here is a "must" for parents and teachers and all those who would know themselves and children better.—Reviewed by HELEN E. BUCKLEY, *State University Teachers College Oswego, N. Y.*

ENDS AND MEANS IN EDUCATION: A MIDCENTURY APPRAISAL. By Theodore Brameld. New York: Harper and Brothers, 49 E. 33rd St., 1950. Pp. 244. \$3. "Indeed, our central thesis is that the critical examination and reformulation of beliefs about education is indigenous with the same process that is occurring in religion, art, science, economics, politics. Education cannot be understood except in the context of the culture which education reflects and upon which education in turn exerts its influence." So states Theodore Brameld in his thought-provoking midcentury appraisal of our schools.

The author deplores the fact that educators fail to keep pace with the present society but rather that they tend to deal with the problems of the eighteenth and nineteenth centuries. In some detail he discusses the various philosophical concepts argued in American educational groups; points out why no one of them can completely meet the present day needs and then presents a plan of reconstruction wherein "... all nationalities, races, and religions receive equal rights in its democratic control; an order in which world citizenship thus assumes at least equal status with national citizenship."

This book is replete with down to earth suggestions and examples of ways to bring about a reconstruction plan. Mr. Brameld's discussions include race problems, federal controls, organized religion, communism, the labor movement, and the atomic bomb insofar as these topics relate to education.

While many may disagree with Mr. Brameld in some areas, few will doubt his sincerity, insight, faith in mankind, and ability to challenge the reader not only to clarify his own educational philosophy but to make even further effort to help education become abreast of the present-day society.—Reviewed by ELIZABETH W. CAMPBELL, *Wheelock College, Boston.*

EDUCATIONAL SUPERVISION. By Chester T. McNerney. New York: McGraw-Hill Book Co., Inc., 330 W. 42nd St., 1952. Pp. 341. \$4. Here is a book which gives supervision a thorough remodeling, a facial uplift for new expression, a processing to put

old wine in new bottles. All the problems found within educational supervision for years past are reviewed, but with new meanings for modern concepts. It is a book for supervisors, administrators, and teachers alike, to help them jointly solve their problems, toward improved techniques for education.

Many illustrations are given to make transition from older practices easier and the need for transition more clearly understood. The entire book is written within a philosophy which enlists the cooperative enterprise of everyone concerned in education for all children. We are shown how group dynamics can be put into action to produce a program, both in elementary and secondary levels, geared to truly democratic objectives for education.

The author has controlled wholesome idealism by practical recognition of such problems as curriculum practices, evaluating the results of teaching, human relationships (within the school and the community), school plant, and accounting to the public. The supervisor's responsibility to the teacher, past, present, and future is not neglected. Valuable guidance within this area is presented in the sections on preservice and inservice training.

The bibliographies at the back of the book are especially helpful, too. They include administration, supervision and objectives, curriculum and methods, and a list of visual aids. Nothing, it seems, has been omitted and, it seems to me, no one should omit the book from the up-to-date school's professional library.—*Reviewed by MILDRED MARCH, principal, Newton, Mass.*

SECURITY FOR YOUNG CHILDREN. The Foundation for Spiritual Values. By Elizabeth W. Campbell. Boston: The Pilgrim Press, 14 Beacon St., 1952. Pp. 99. \$1.25. Elizabeth W. Campbell has provided a very real service in this publication. These are practical understanding statements that puzzled young parents and teachers have long awaited. So many have felt compelled to do something about "religious training" but remained tense and unsure about its meanings to children.

The first chapter deals with "A Young Child's Religion." Six succeeding chapters contain concrete suggestions that will help parents and teachers in public, private, and

(Continued on page 51)

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This book, written by Mauree Applegate (Department of Rural Education, La Crosse State Teachers College, La Crosse, Wisconsin) strikes the problem of child training at the core—home and elementary school—and offers concrete steps for effective child guidance.

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Bulletins and Pamphlets

Editor, MAY I. YOUNG

THE HEALTHY VILLAGE—An Experiment in Visual Education in West China. *Publication No. 1001, Paris, France: UNESCO, 19 Avenue Kleber, 1951. Pp. 119. 50¢.* This is a fascinating report of a UNESCO experiment in West China in collaboration with the Mass Education Movement. Its results are twofold: improvement in health in the experimental area, and a comprehensive record of precisely what was done for the benefit of other fundamental educators. Since the adults and children reached were for the most part illiterate, it was necessary to depend on audio-visual aids for teaching. Since every step in the project, every type of aid and the method of making these aids, and of training the project workers are described meticulously, the volume becomes a handbook of visual aids in fundamental education.—Reviewed by ALICE K. LIVERIGHT, principal, Logan School, Philadelphia.

THE PRICE OF PEACE. *New York: United Nations Department of Public Information, 1951. Pp. 53. 25¢.* This is a report of radio broadcasts by spokesmen of thirteen governments and a concluding statement by Trygve Lie, on the prospects of settling present day controversies, and thus establishing better conditions for world cooperation. Although divergent views are expressed in this very readable pamphlet, there is revealed a common desire for peace, an abhorrence of war, and a feeling that the price of peace must be paid. As teachers and parents we will find these pages useful, both in helping us to understand the attitudes of the various U. N. member nations and in strengthening the conviction that peace must be achieved.—A.K.L.

FOOD FOR ALL—A Sixth Grade Experience. *Washington, D. C.: Department of Elementary School Principals, NEA, 1201 16th St., N.W., 1951. Pp. 32. 50¢.* "Why are people hungry? We all have plenty to eat," said John. John's statement led to a class discussion of the meaning of "plenty to eat," and to adoption of a class problem, "Why are



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so many people in the world hungry?" The pamphlet, a description of how the problem was solved, includes the causes of food shortage, what has been done, and what remains to do on a world-wide basis. The help of resource people and that of organizations, as the Food and Agriculture Organization of the United States, is indicated. The pamphlet is suggestive to those interested in a broad concept of social studies.—A.K.L.

SCHOOL MEALS AND CLOTHING. *Publication No. 129. Geneva, Switzerland: UNESCO, International Bureau of Education, 1951.*

Pp. 128. Price not given. To obtain the information for this publication, questionnaires on school meals and clothing were sent to ministries of education of forty-four nations. Questions on meals included those concerning the organization of school canteens, the recipients of school meals, and the food served. Questions on clothing included the organization for provision, choice, and distribution of clothing, and conditions for receiving this aid. Study of questionnaire results shows that organization of these services varies widely from one country to another.

All, however, realize that if education is to be universal, material obstacles to school attendance must be removed through needed services.—A.K.L.

THE PUZZLE OF FOOD AND PEOPLE—A

Geography Reader. By Amabel Williams-Ellis. New York: Published for UNESCO by Manhattan Publishing Co., 255 Lafayette St., 1951. Pp. 58. 60¢. This material was obtained from booklets produced by scientists for UNESCO to help adults the world over study and think about "Food and People." Mrs. Williams-Ellis has made it understandable for upper-elementary school children. The causes of food shortage and the means to increase food supply are explained. Maps and a jigsaw puzzle are utilized as an integral part of the development.

Three sections at the end of each chapter show how far we are in the solution of the problem, what is still to be done, and what the child can do now. Used as a geography reader, the booklet gives vital information in convincing style. Used as a source, it provides material for solving allied problems in social studies.—A.K.L.

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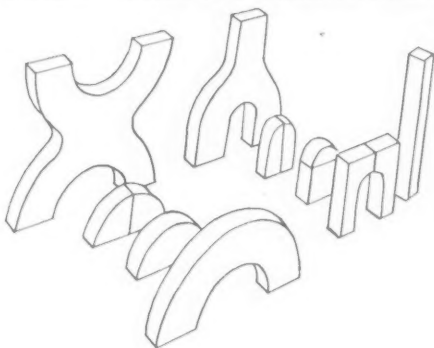
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Planning with Children

(Continued from page 14)

this kind of planning as a technique for helping them individually to make their contributions to group living. The child—who tells funny stories, who invents machines, who is good at helping people who feel bad—finds, through democratic group planning, a way for his contribution to enhance the living of the group. A floor that needs to be swept, important research that needs doing, play-ground equipment that needs painting won't be ignored by children who are accustomed to planning in terms of reality.

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Editor's Note: Ideas in this article are being more fully developed by the author and Lorene Fox in a book on elementary education to be published by the World Book Company, January 1953.

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Books for Teachers

(Continued from page 47)

Sunday Schools in the very difficult problem of developing moral and spiritual values in the growing child.—Reviewed by F. C. BORGESON, professor of education, New York University.

MENTAL HYGIENE IN TEACHING. By Fritz Redl and William H. Wattenberg. New York: Harcourt, Brace and Co., 383 Madison Ave., 1951. Pp. 454. \$3.50. The non-verbal language of children's behavior is being interpreted increasingly skillfully though often in scientific terminology which teachers and parents find difficult to understand. The authors of this book have endeavored to bring to teachers some basic principles of mental hygiene as these relate to the day-by-day problems of guiding the growth of young people in school and, through cooperation with parents, in the home also. They have tried to do this in the common vocabulary of the nonspecialist and have succeeded remarkably well.

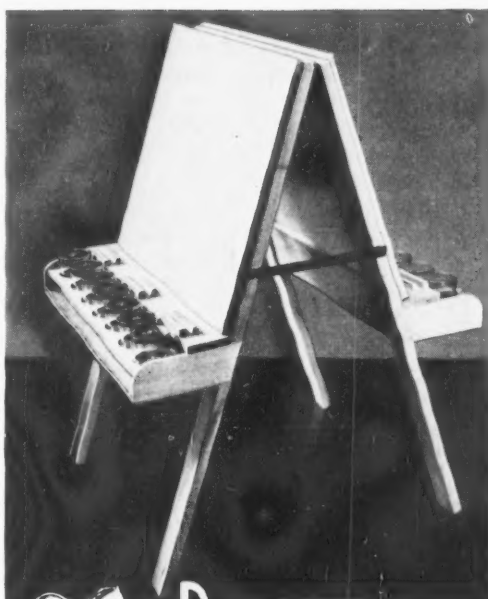
The authors have drawn upon their own experience and that of classroom teachers with whom they work for the examples.

Teachers will be especially interested in the discussion of trouble-breeding situations and the authors' concepts of maturity, adjustment, and normality. These should help with understanding many aspects of child behavior. A large section of the book deals with the application of mental hygiene principles to actual classroom problems.

Sections on the psychological roles teachers are called upon to play and the many dilemmas they face furnish food for thought and a good deal of comfort and reassurance to the teacher who is conscientiously striving to do what is best for children.

The section on teachers' own problems, conflicts, and needs is one which should be read by all supervisors and principals who are trying to free teachers for good work and to build up their resources of strength and power. Material on work with parents should help teachers to build wholesome relationships outside the classroom.

The book will be useful in courses in child development and also for inservice help for teachers, supervisors, and principals.—Reviewed by RUTH G. STRICKLAND, professor of education, Indiana University, Bloomington.



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Over the Editor's Desk

A New Year, New Volume, and New Advisers

'Tis September and schools begin. So does Volume 29 of CHILDHOOD EDUCATION. A new volume means time to look at the inside front cover and see the names of your representatives on the Editorial Board.

From East to West, from North to South, the board members represent you and your many positions. Each member serves for two years. This means that half the board is new with each new volume. The people who are new to the board this year:

Adaline Muzzy, elementary consultant, Seattle, Washington, represents the West; Margaret Kirkpatrick, supervisor of art, Sussex County, Delaware, the East.

From the Midwest come Ray Kessler, elementary school principal, Columbus, Ohio, and Nada Gadbury, teacher, Burriss Laboratory School, Ball State Teachers College, Muncie, Indiana; from the South, Elsie H. Wallace, Division of Teacher Education, Alabama Agricultural and Mechanical College, Normal, Alabama.

A representative from the international group is Marian D. James, director, kindergarten and primary education, Victoria, B. C., Canada.

Turn to the inside front cover and see the other members of the Editorial Board who have been representing you so ably the past year.

Note to Students and Student Advisers

Letters to this office tell that students in elementary education make good use of CHILDHOOD EDUCATION.

Did you know that students may receive CHILDHOOD EDUCATION at the reduced rate of \$3.25, (usual rate—\$4.50) through special student-group subscription? Group subscriptions must begin with September issue and expire with the May issue.

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The Challenge of Today's Children!

Since the issues of CHILDHOOD EDUCATION are planned to stimulate thinking of the wide variety of readers—a theme is used to tie the nine issues together.

The problems and worries of the world today are best met in a positive fashion. The children we work with today are the adults of tomorrow. We must use what we know and find better ways of working with them. For this reason "The Challenge of Today's Children" was chosen as the theme for 1952-53.

So this September number deals with planning for children and the special consideration of including children in planning.

For the October issue we felt it important to find out "This We Know About Children" or—as we called it at one stage of our planning—the scientific evidence.

Today's children and tomorrow's world present few certainties! It is our challenge to develop ways of meeting the uncertainties. The topic for November is "The Challenge of Uncertainty."

Recognizing that we have uncertainty in some areas of education, we were ready to move on to the December issue "Children Differ—So Should Programs."

Program planning by teachers, children, and parents always uncovers certain problems. The January magazine will carry the topic "How Do We Face Problems?" There will be articles on unreasonable expectations, pressures on the public school, and guarding against defeatism.

Facing our problems with equilibrium will come when the many sources of help are recognized. The subject for the February issue is "Who Will Help Me?" We hope to include an article on ways of improving communication with others.

Effective tackling of our problems is in "Knowing Our Limitations"—the topic for March. How and when do we grow? How can we make best use of our abilities?

The topic for April "On Being A Friend" is an important one in this sequence.

"Where Do We Go Now," the topic for May, points up that the Challenge of Today's Children is one that does not end in May 1953 but must look toward an ever forward movement.—C.E.C.

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